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ABSTRACT

The report details and evaluates Project IDEAL at the University of North Dakota that trains American Indian educational administrators for schools near or on reservations in the state. The report contains background information, description of staff and courses, project objectives and characteristics, internal evaluation, external evaluation, and portrayals of four project graduates. Background information includes names of the 23 students receiving graduate degrees during the project's 7-year history, geographic considerations about North Dakota, and guidelines for elementary and secondary principal credentials. Project description includes staff resumes, description of courses, and the 1985-86 operating budget. Fourteen project objectives emphasize the statewide collaboration of schools and reservations with the University of North Dakota in planning and implementing the project. Responses to internal evaluation questionnaires indicated the project was well-managed, met students' educational and professional needs, offered positive onsite experiences, and had a positive image with constituent communities. The external evaluation used the Context, Input, Process, and Product Model (CIPP) to find that the project met a real need, had adequate resources, and attained its objectives. Appendices provide copies of evaluation questionnaires; tables throughout the text give survey responses. (LFL)

Project IDEAL

University of North Dakota

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Final Report

FINAL REPORT

EDUCATIONAL PERSONNEL DEVELOPMENT PROJECT FOR TRAINING INDIAN PEOPLE IN EDUCATIONAL ADMINISTRATION AT THE MASTER'S, SPECIALIST, AND DOCTORAL LEVELS

(PROJECT IDEAL)

Funded by Title IV, Part B, Subpart F

Public Law 92-318

University of North Dakota

November 1986

Donald K. Lemon, Project Director

TABLE OF CONTENTS

TITLE PAGE	i
INTRODUCTION	iii
BACKGROUND INFORMATION	1
Need	2
Geography	4
Certification	6
PAST AND PRESENT PROJECT IDEAL STUDENTS	10
Project IDEAL Staff	11
Center for Teaching and Learning Administration	12
Educational Administration Faculty	12
UND Educational Administration Program Course Offerings for Indian Education	14
UND Educational Administration Program for Project IDEAL 1985-1986: Course Offerings	14
Project Funding 1985-1986 ($161,951)	16
PROJECT IDEAL OBJECTIVES AND CHARACTERISTICS	17
INTERNAL EVALUATION	20
Findings and Conclusions	48
General Findings	55
Recommendations	57
EXTERNAL EVALUATION	58
Procedures	59
Context Evaluation	60
Input Evaluation	62
Process Evaluation	64
Product Evaluation	69
Portrayal #1	69
Portrayal #2	72
Portrayal #3	75
Portrayal #4	81
Summary	84
Appendix	87
Questionnaire: Steering Committee	88
Questionnaire: Faculty	90
Questionnaire: Student	93

INTRODUCTION

Project IDEAL, officially titled The University of North Dakota Proposal for Training of Indian People in Educational Administration at the Master's, Specialist, and Doctoral Levels, submits this evaluation report of its 7th year of operation. Included in the report are sections giving the Background Information, an Internal Evaluation, and an External Evaluation about the project. This program is designed to prepare American Indians for leadership roles in education at all levels, but especially for elementary and secondary schools. The reader will note from the data that Project IDEAL has been, in my view, quite successful in recruiting, educating, and graduating American Indian candidates in Educational Administration. We further believe that Indian children have benefited significantly from the leadership given in schools as a result of the initiatives and educational developments fostered by these graduates.

The Internal Evaluation was conducted by Dr. Mary Hall and Dr. Ann Porter. At the time the evaluation was being conducted Dr. Hall was completing her experience as a Project IDEAL doctoral student, and Dr. Porter was completing her doctoral experience while serving as a Graduate Assistant for the project. These two advanced educational administration doctoral students had both completed their dissertation research and were well qualified to deal with the research required to complete the evaluation for the program.

The External Evaluation was conducted through the Bureau of Educational Services and Applied Research (BESAR). Dr. Richard Landry, Director of BESAR, orchestrated the research effort. He employed several American Indian persons to conduct the interviews phase of the External Evaluation and assisted them in drafting their final reports.

Both the Internal and the External Evaluations followed the CIPP (Context, Input, Process, Product) evaluation model developed and described by David Stufflebeam. The reader will, I believe, be impressed with the thoroughness of the evaluation effort.

The data base provided here creates the opportunity for a reexamination of the program and its service to students. It will be carefully examined by the Project IDEAL Steering Committee and by the program administration to determine how the program can be improved.

We distribute this SEVENTH YEAR REPORT widely because we believe in an open process that allows people access to information. The evaluations clearly show that many people have worked hard to make the program succeed. I believe those who take time to study the report will be convinced of the worth of the project. This report should assure those responsible for funding and monitoring the project that their confidence and support was well placed.

As Director of the program I am pleased with the evaluation effort and result. I wish to commend the internal and external evaluators for their objectivity and diligence.

If a reader wishes to know more about the options for participating in Project IDEAL, s/he is invited to call or write to the project director. If a reader wishes to encourage another qualified American Indian candidate to pursue a graduate education program leading to qualifications for administration of schools serving American Indian students, s/he can assist that person by putting them in touch with the project director. The address and phone number are as follows:

Donald K. Lemon, Director
Project IDEAL
Box 8185, University Station
University of North Dakota
Grand Forks, ND 58202

Phone: (701) 777-4391 or 4392

BACKGROUND INFORMATION

Need

The University of North Dakota, in cooperation with a number of Indian communities, has worked over the past seventeen years to prepare professional educators at the baccalaureate level for work in Indian schools. There is still a great need for additional persons trained at the undergraduate level, and the University is continuing its effort to respond to this need. However, Indian communities now feel a need for more professional educators trained for decision making at higher levels in the school community. The training of American Indians to assume leadership roles in the administration of elementary and secondary education will move Indian people closer to the goal of self-determination--Indian control of Indian destiny.

Schools in which there are concentrations of Indian children are often not prepared to respond to the cultural and particularly the language differences which these children bring to the school setting. Leaders, whose intentions are good, often respond out of value frameworks which, in fact, create cultural conflict and value conflict resulting in a loss of self-esteem among many children. These behaviors may create an identity crisis among Indian children attending school and cause them to reject the whole idea of school as a place for learning and growth.

School administrators are more removed than other school personnel from the classroom activities in which children and teachers engage. Thus, the typical administrator is more likely to be unaware of the kinds of adjustment problems children are encountering during their days at school. A potential solution to this problem is to train educators who are from the same ethnic group as the students. Educators would then bring the same cultural background and understanding to the decision-making process in educational programs.

As first noted in the original proposal, a dearth of trained Indian educational administrators exists in North Dakota. This situation continues to exist. The Department of Public Instruction for North Dakota indicates that during the 1985-1986 school year there were 179 Indian educators working in the state. Of these 179, only 19 were administrators.

The Department of Public Instruction also shows the Indian student population for the public schools to be 7,480. It becomes readily apparent that at the present time in North Dakota there are few Indian administrators to guide the education of Indian students.

The University of North Dakota has taken the lead in the region for the education of Indian undergraduates. Nevertheless, little has been done at the graduate level. Graduation data identifying Indian graduates by degree awarded at the University of North Dakota verify the need for more Indian graduates at the post-baccalaureate level. This need is especially critical in education because the educator is in the presence of children on a daily basis. The American Indian who brings competence to the task of educating children serves as a model for the children whose lives are touched daily.

Of the 103 doctorates in Educational Administration awarded at the University of North Dakota during the years 1960-78, none (0%) were awarded to American Indians. Of the 14 specialist diplomas in Educational Administration awarded at the University of North Dakota during the years 1973-78, none (0%) were awarded to American Indians. Of the 45 master's degrees in Educational Administration awarded at the University of North Dakota during the years 1973-78, only one (2%) was awarded to an American Indian.

North Dakota State University (NDSU) and the University of North Dakota (UND) have graduate-level programs in educational administration. During the seven years of Project IDEAL (1979-1986), nine Indian students--Jim Shanley,

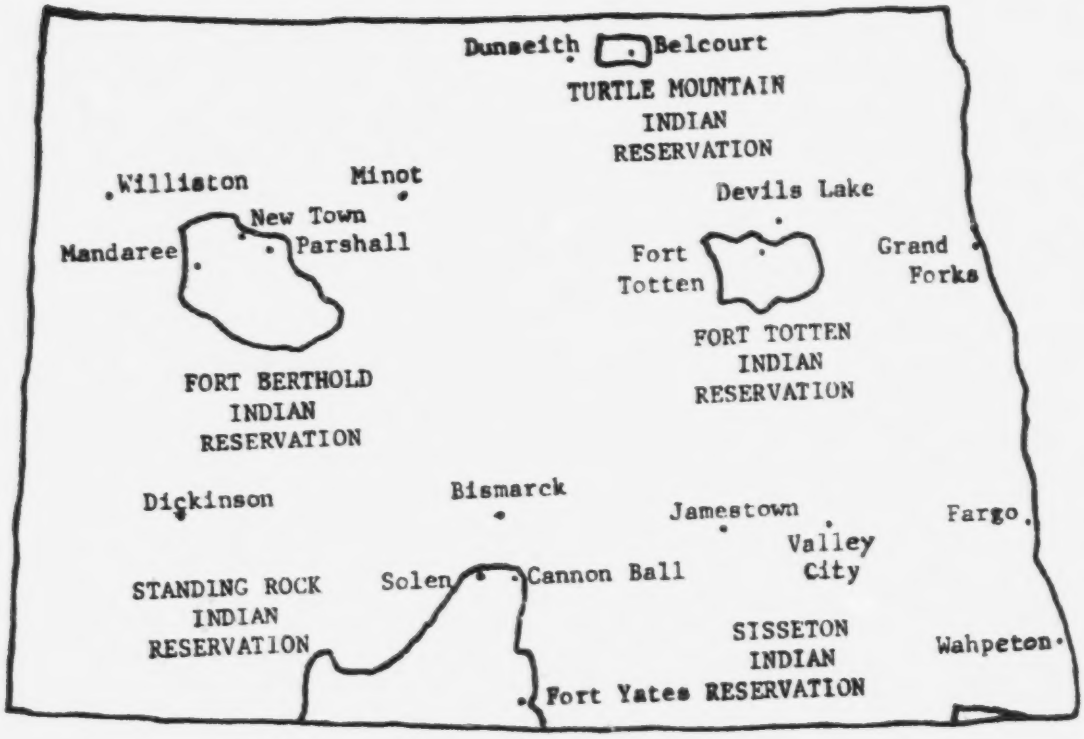
John Derby, Karen Swisher, Ramona DeCoteau, Leigh Jeanotte, Teresa Delorme, Marlene Ward, Bette Haskins, Mary Hall--received Ed.D or Ph.D degrees from the University of North Dakota through Project IDEAL. Bonnie Gurno and Mary Belgarde received Ed.S. degrees. Additionally, Viola Carlson, June Randall, Dennis Blue, Cathie LaFountaine, Janet Lenoir, Karen Gillis, Kenneth Little, Verlys Pearman, Linda Crows Breast, Verna Fowler, Jean Hall, and Susie Wilkie received M.Ed. degrees from the University of North Dakota. This information begs the question, "Is this sufficient? Will this rate of program completion and graduation satisfy the demand and need that has grown for over fifty years?"

Again, it appears obvious that more must be done to fulfill the need for trained and qualified Indian educational leaders. A bright hope continues to be Project IDEAL with its graduate students--Indian graduate students trained to occupy the role and perform the functions of educational administration and leadership.

Geography

North Dakota, as a rural state with a small population, is one of the most isolated areas in the United States. The four Indian reservations to be served--Standing Rock, Fort Berthold, Turtle Mountain, Fort Totten--are widespread within the state as pictured on the following page.

The University of North Dakota is located at Grand Forks, North Dakota. The University of North Dakota has a student population of about 11,000 and is the only institution of higher education in North Dakota that offers master's degrees in elementary school administration and doctoral degrees in educational administration. The University of North Dakota is located 325 miles from Fort Yates, 300 miles from New Town, 175 miles from Belcourt, and 110 miles from Fort Totten.



By reference to the "location map," one will see the great distances that separate the Project IDEAL students. Not only must they travel between their respective homes and Grand Forks (UND), but on-site instruction and seminars require that they visit the other reservations of North Dakota. Additionally, it should be noted that during the winter much of the travel is difficult and, at times, hazardous.

The geography of North Dakota is an important component within the context of Project IDEAL. It demands that constant consideration be given to the fastest and safest movement of Project IDEAL students to and from instruction and events. It also necessitates a reflection of this demand in the funding level of the transportation and reimbursement items in the budget.

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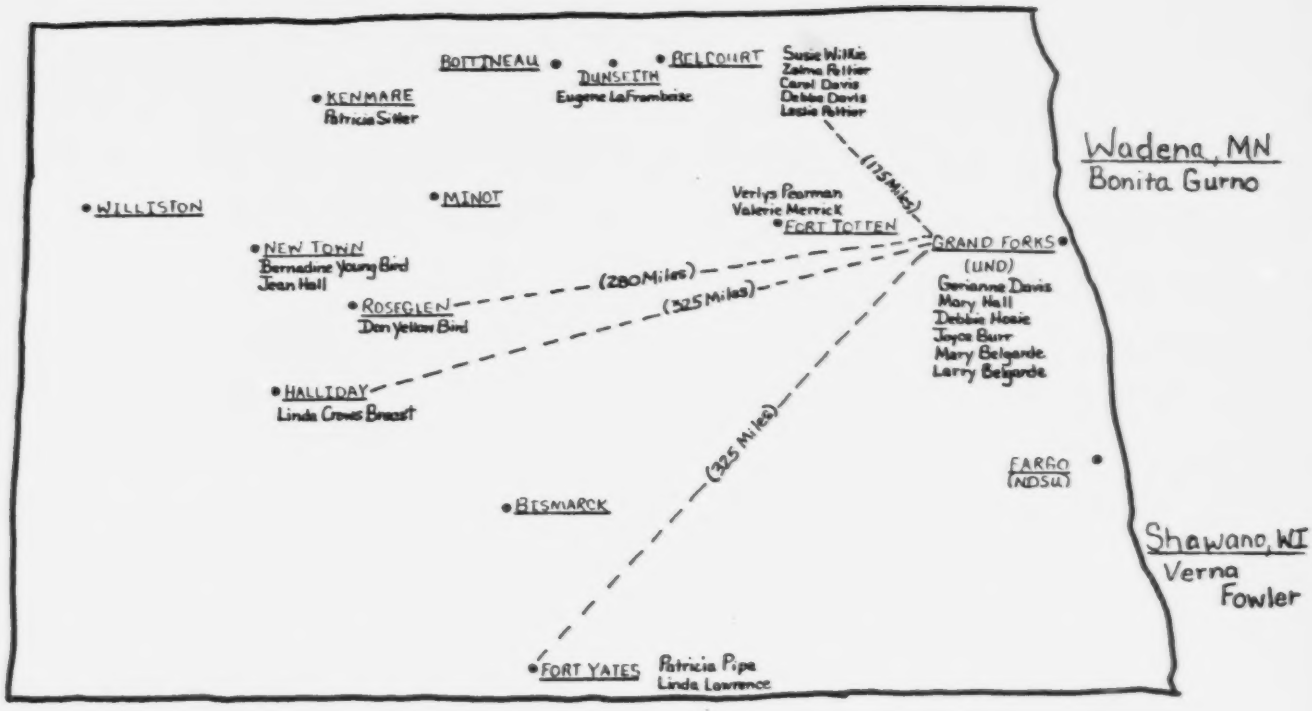

Certification

A major goal of Project IDEAL is to produce students who have completed state requirements for a secondary or elementary principal's credential. Since the initial proposal and its acceptance for funding, the Department of Public Instruction for North Dakota has changed the language and the stipulations found in its "Guidelines for North Dakota Credentials." Both the secondary and elementary principal's credentials are affected; the administrative (superintendent's) credential is not affected.

Although it appears that the modifications in the guidelines will not disfavor those presently in Project IDEAL, for the sake of context clarity and understanding they are given on the following pages.

Guidelines for Secondary Principal Credential

The North Dakota secondary principal's credentials are available based upon three levels of preparation in conjunction with the levels of school accreditation.

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Qualifications for Level I Credential--for service in Level I, II, or III schools:

1. Possess a valid North Dakota teaching certificate.

2. Possess a Master's degree with a major or equivalent in secondary school administration from a state approved college or university accredited for such a degree by a regional accrediting agency.

3. A major or equivalent in secondary school administration is defined as a minimum of 20 semester/30 quarter credits at the graduate level containing components in general administration, law, supervision and curriculum at the secondary level.

4. Completion of four years of successful teaching and/or administrative experience in secondary schools.

Qualifications for Level II Credential--for service in Level II or III schools:

1. Possess a valid North Dakota teaching certificate.

2. Have earned 16 semester/24 quarter graduate credits in secondary school administration from a state approved college or university accredited for graduate work in secondary school administration by a regional accrediting agency with components in general administration, school law, supervision and curriculum at the secondary school level.

3. Completion of three years of successful teaching and/or administrative experience in secondary schools.

Qualifications for Level III Credential--for service in Level III schools:

1. Possess a valid North Dakota teaching certificate.

2. Have earned 8 semester/12 quarter graduate credits in secondary school administration from a state approved college or university accredited for graduate work in secondary school administration by a regional accrediting agency; these credits to be in the areas of general administration, school law, supervision and curriculum at the secondary school level.

Effective date: All credentials issued prior to adoption of the new criteria will be valid until their expiration date.

Guidelines for Elementary Principal Credential

For Level I Principalships, the Level I Credential is required which includes the Master's degree; a teaching certificate with a major, minor, or endorsement in Elementary Education; and the completion of at least the appropriate 20 semester hours from The Guide For Course Preparation.

For Level II Principalships, the Level II Credential is required which includes a teaching certificate with a major, minor, or endorsement in Elementary Education plus 16 graduate semester hours of coursework from The Guide For Course Preparation.

For Level III Principalships, the Level III Credential is required which includes a teaching certificate with a major, minor, or endorsement in Elementary Education plus 8 semester hours of coursework from The Guide For Course Preparation.

All who are assigned or employed as Elementary School Principals in accredited schools must be the holder of an Elementary School Principal's Credential issued by the Department of Public Instruction. The life of the Credential is five years.

The following courses and special considerations constitute The Guide For Course Preparation. All courses are graduate-level with the one exception noted in "V, A" below. Credits earned through workshops are not acceptable.

		Sem. Hours
I.	Basic Preparation: (All required)	
	A. School Administration	2
	B. Curriculum in the Elementary School	2
	C. Supervision in the Elementary School	2
	D. Language Arts and/or Reading in the Elementary School	2
II.	Choose at least two:	
	A. Arithmetic in the Elementary School	2
	B. Social Studies in the Elementary School	(2)

C. Science in the Elementary School (2)
(II-B and II-C may possibly be combined in one course or taken separately.)

III. May choose one as an elective:

A. Physical Education
B. Music
C. Art
D. Library
E. Guidance
F. Other (upon prior approval)

IV. Select added courses to total 16 semester hours:

A.	Individual Research in Elementary Education	2
B.	Seminar in Elementary Education	1-4
C.	Audiovisual Materials and Equipment	2
D.	Tests and Measurement	2
E.	Special Education	2
F.	School Law	2
G.	Teacher Personnel Administration	2

V. Special Considerations:

A. Sixteen semester hours of undergraduate credit in a specific curriculum area such as science will be accepted in lieu of one only of the above curriculum areas listed in II and III above. In order to use this sixteen semester hours of undergraduate credit, the credits must have been earned during the past ten years, or the applicant must have been actively engaged in teaching the particular subject matter during the past five years.

Constraints imposed by the State Department regulations regarding adminstrative certification restrict deviation from the standard curriculum for educational administration. However, professors will be encouraged to focus class attention on reservation concerns whenever the topic of study seems appropriate. Input from reservation area administrators, school board members, and parents is expected to be a meaningful supplement to the program's academic learning experiences.

PAST AND PRESENT PROJECT IDEAL STUDENTS

M.Ed. Degree Completed

June Randall
Viola Carlson
Cathie LaFountaine
Dennis Blue
Karen Gillis
Janet Lenoir
Ken Little
Verlys Pearman
Linda Crows Breast
Verna Fowler
Jean Hall
Susie Wilkie

Ed.S. Degree Completed

Mary Belgarde
Bonnie Gurno

Ed.D. Degree Completed

Leigh Jeanotte
Karen Swisher
Ramona DeCoteau
Teresa Delorme
John Derby
Jim Shanley
Marlene Ward
Mary Hall

Ph.D. Degree Completed

Bette Haskins

M.Ed. Completed Except for Independent Study

Don Yellow Bird
Gene LaFromboise
Patricia Sitter

Ed.D. Students

Joyce Burr
Linda Lawrence
Larry Belgarde

Students no longer active in program

Randy Plume -Ed.D.
Darrell Jeanotte - Ed.D.
Tim Azure
Flora Redding
Lenore Longie
Elaine Incognito
Robert Primeaux
Sharon Two Bears
Charmaine Wisecarver
Patti Fonder
Ken Davis
Frank Gates
Emerson Baker
Linda Roberts
Carl McKay
Corrine (Brugh) Sage
Terry Yellow Fat
Mike Carry Moccasin
Sharyn Blue

M.S. Completed Except for Independent Study

Gerianne Davis

Ed.S. Students Currently Active

Bernadine Young Bird

M.S. Students Currently Active

Debbe Davis
Valerie Merrick

M.Ed. Students Currently Active

Dennis Decoteau
Patricia Pipe
Leslie Peltier
Debbie Hosie
Zelma Peltier
Carol Davis

Project IDEAL Staff

1. Director

Dr. Donald K. Lemon, Professor, Educational Administration

Education: B.S., Southwest Missouri State College
A.M., University of Michigan
Ed.D., Kansas University

Experience: Dr. Lemon has had classroom experience as an elementary and secondary teacher and administrative experience as an elementary principal and as an assistant superintendent of schools. At the University of North Dakota he has worked in the undergraduate teacher preparation program and in the graduate program for preparing school administrators. Dr. Lemon has received specialized training as a consultant in Competency-Based Teacher Education from the American Association of Colleges for Teacher Education and served as a consultant for this program. Team teaching, individualized instruction, situational leadership, decision making, communications, change, group effectiveness, summer educational programs, and Indian education are additional areas in which Dr. Lemon offers consultation. He was continuously the Director of the Northern Plains Teacher Corps and the UND Institute for Library Training of Media Aides and Support Personnel--two programs designed to serve native American needs. He is also an IGE facilitatior for the state of North Dakota and works extensively with the North Dakota Association of Elementary School Principals. For the past seven years, Dr. Lemon has directed Project IDEAL at the University of North Dakota.

2. Associate Director

Dr. Leigh Jeanotte, Assistant to the Vice-President for Student Affairs for Native American Programs

Education: B.S., University of North Dakota
M.Ed., University of North Dakota
Ed.D., University of North Dakota

Experience: Dr. Jeanotte is a graduate of the Northern Plains Teacher Corps Program and a 1981 graduate of the Project IDEAL program. He has served as Field Coordinator and Associate Director for the Northern Plains Teacher Corps Project during the 9th and 11th cycles. He has served as a consultant in the administration of Indian schools and is an IGE facilitator. In his present position as Assistant to the Vice-President for Student Affairs, he served as an advocate for Native American students and is a contact for UND institutional concerns for Indian students. He has

served as Associate Director of Project IDEAL for the past seven years.

Center for Teaching and Learning Administration

1. Dean

Dr. Vito Perrone, Professor of Education, and Dean of the Center for Teaching and Learning

Education: B.A., Michigan State University
M.A., Michigan State University
Ph.D., Michigan State University

Experience: Dr. Perrone has taught in the public schools in Michigan and has served as Assistant and Associate Professor of History and Education, Dean of Common Learning, and Dean of Graduate Studies at Northern Michigan University. At the University of North Dakota, Dr. Perrone has served as Associate Professor of Education, Professor of History and Education, Dean of the New School for Behavioral Studies in Education, and Dean of the Center for Teaching and Learning at the University of North Dakota. He developed a series of successful programs in relation to the Bureau of Indian Affairs and the Office of Education for the preparation of Indian teachers and school administrators. He serves on the Project IDEAL Steering Committee.

Educational Administration Faculty

1. Richard Hill, Professor, Educational Administration

Education: B.S., North Dakota State University
A.M., Stanford University
Ed.D., University of North Dakota

Experience: Dr. Hill has taught mathematics in the public school and at the college level. His administrative experience includes the positions of principal, assistant superintendent, and superintendent of schools. He also has had experience as a principal and director of a laboratory school. Dr. Hill is an instructor in educational administration. He has had extensive involvement with Native Americans, instructing participants in a University of Minnesota program to prepare Native American administrators. He serves as an advisor to several Project IDEAL students.

2. Julie O'Hara, Associate Professor, Educational Administration

Education: B.A., DePauw University
J.D., Indiana University
Ph.D., University of Florida

Experience: Dr. O'Hara has taught educational law. She has had past experiences as an Instructor of Legal Research and Writing, as the Assistant Editor of the Journal of Education Finance, and as a Research Associate--all at the University of Florida. At the University of North Dakota, Dr. O'Hara is an Associate Professor of Educational Administration. She has worked with Project IDEAL students in the school law classes.

3. Donald Piper, Professor of Educational Administration and Chairperson of Educational Administration

Education: B.S., Olivet College
M.Ed., University of Illinois
Ed.D., University of Illinois

Experience: Dr. Piper has served as a teacher and administrator in elementary and secondary schools. He has been a professor and administrator in three universities and has served part-time as Executive Secretary of the School Board Institute. He participated in the Management for Educational Change Program (for Indian students) at UND and has conducted classes and seminars for several Native American graduate students. Dr. Piper has provided inservice programs for several Native American groups including the Fort Totten School Board, the board and administration of the Little Hoop Community College, the board and staff of the Eagle Feather Day Care Center, and the University of North Dakota Indian Association. Dr. Piper teaches all beginning Project IDEAL students the Introduction to Educational Administration class. He currently serves as an advisor to several Project IDEAL students.

4. Larry Smiley, Associate Professor of Education

Education: A.B., DePauw University
M.A., Ball State University
Ph.D., Universtiy of Iowa

Experience: Before coming to UND, Dr. Smiley had been a high school social studies teacher, a high school dean of boys, an educational information center scheduling consultant, and a program coordinator. He is presently an Associate Professor of Educational Administration working in the secondary school area. He teaches the Administration and Supervision of Secondary Schools class to Project IDEAL students. He currrently serves as an advisor to several Project IDEAL students.

5. Dennis Zuelke, Director, UND Graduate Center at Bismarck and Associate Professor, Educational Administration

Education: B.S., University of Wisconsin-Madison
M.S., University of Wisconsin-Milwaukee
Ph.D., University of Wisconsin-Milwaukee

Experience: Dr. Zuelke has taught in four school districts in Wisconsin and has served in higher education as a Research Associate and Visiting Lecturer at University of Illinois-Urbana, and Assistant Professor at Northeastern Illinois University and at Loyola University in the School of Education. At the University of North Dakota, Dr. Zuelke is the Director of the UND Graduate Center at Bismarck and as an Associate Professor in the Department of Educational Administration. He also serves as an advisor and supervisor to a Master of Education (M.Ed.) student presently enrolled in the project.

UND Educational Administration Program Course Offerings for Indian Education

(Fall 1985 - Summer 1986)

Schedule of classes for M.Ed. in Educational Administration

Fall, 1985	CTL 584A	Internship in Educational Administration	(2)
	CTL 315	Education of Exceptional Students	(3)
	CTL 522A	Arithmetic in Elementary Schools	(2)
	CTL 522C	Science in Elementary Schools	(2)
Spring, 1986	CTL 500	Foundations of Educational Thought	(3)
Summer, 1986	CTL 500	Foundations of Educational Thought	(3)
	CTL 530	Foundations of Rdg. Instr.	(3)
	CTL 550A	Introduction to Educational Administration	(4)
	CTL 550B	Microcomputer Appl. in Ed. Admin.	(2)
	CTL 552	Admin. & Superv. in Secondary Schools	(4)
	CTL 551	Admin. & Superv. in Elementary Schools	(4)
	CTL 559	Seminar in Ed. Ad.: Current Issues	(1)
	CTL 591A	Readings: Special Education	(1)

UND Educational Administration Program for Project IDEAL 1985-1986: Course Offerings

Foundations of Education

500 Foundations of Educational Thought. A problem-centered class dialogue on those philosophical concepts of educational thought which have shaped the development of the learning experience.

Elementary Education

522A Arithmetic in the Elementary School. Objectives of arithmetic instruction, methods of teaching arithmetic, recent trends, measurement, and

diagnosis.

522C Science in the Elementary School. Curricula, content, and curricular problems in the field of science instruction at the elementary school level.

Reading/Language Arts Education

530 Foundations of Reading Instruction. A study of reading instruction in the elementary school. Emphasis is placed on reading growth as a developmental process.

Educational Administration

550A Introduction to Educational Administration. Includes topics such as the organization of and responsibility for education in the United States at the federal, state, and local levels; basic administrative theories, processes, and techniques; and major areas of concern in the operation of local schools.

550B Microcomputer Applications in Educational Administration. Students will develop an understanding of and skill in using the microcomputer as a tool for dealing with administrative procedures, problems, and decision making in education. There will be hands-on experience with three kinds of user programs, viz., a word processor, a data base system, and a spreadsheet, as well as the integrated use of these software systems.

551 Administration and Supervision in Elementary Schools. Leadership responsibilities and techniques for elementary principals. Includes topics such as instructional improvement, administrator-staff-student relationships, communication, public relations, planning, and business affairs at the building level in elementary schools.

552 Administration and Supervision in Secondary Schools. Leadership responsibilities and techniques for secondary principals. Includes topics such as instructional improvement, administrator-staff-student relationships, communication, public relations, planning, and business affairs at the building level in secondary schools.

559 Seminar in Educational Administration.

584A Internship in Educational Administration. This experience has been adapted for M.Ed. students. The internships will be identified in one of the following subareas: (a) Educational Administration, (b) Special Education, (c) Curriculum, (d) Educational Research, (e) Teacher Education. It may be repeated.

Special Education

315 Introduction to Learning Disabilities. A survey of the research related to the etiology and categorization of children with learning

disabilities; theoretical and practical introduction to major approaches for teaching SLD children; and/or clinical experiences with an SLD child.

591A Readings in Special Education.

Project Funding 1985-1986 ($161,951)

During the operational year for 1985-1986, $149,955 was budgeted to cover Project IDEAL direct costs. A graphic description of the below expenditures is found on the following page.

52.82%	($79,201)	Student stipends, fees, per diem, and travel
26.97%	($40,445)	Instruction, administration, and secretarial
3.20%	($ 4,800)	Payment to school districts for hiring substitute teachers. School districts were compensated $50 per day to hire a substitute teacher for each of the Fridays that a master's degree student was absent from their system to attend a Friday-Saturday instructional session at UND or at a reservation area site
4.33%	($ 6,492)	Travel for program administration and for the delivery of course instruction (includes $2,000 for Steering Committee per diem and travel costs)
6.74%	($10,111)	Fringe Benefits for salaried employees
1.00%	($ 1,500)	Program evaluation and dissemination
4.41%	($ 6,606)	Office and instructional supplies, telephone, postage, and shipping
0.53%	($ 800)	Compensation to school administrators and board members selected as consultants for on-site school administration seminars

Participating universities are compensated at a rate of 8% of the project budget ($11,996 indirect charges) for providing facilities necessary

to implement the project.

PROJECT IDEAL OBJECTIVES AND CHARACTERISTICS

Project IDEAL was designed to serve all the North Dakota reservation areas. These included the Standing Rock, Fort Totten, Turtle Mountain, and Fort Berthold reservations. Schools and reservations were eager to assist in training well-qualified Indian personnel in leadership roles for their schools. The program was designed as a statewide effort in collaboration with the University of North Dakota for training educational administrators to respond to all levels of administrative responsibility with school systems. The University of North Dakota and the reservation communities attempted to meet the expressed educational needs of North Dakota Indian people by achieving the following objectives:

1. A field-based Master of Education program and Master of Science program in educational administration that are responsive to special needs of Indian people have been developed by the Center for Teaching and Learning at the University of North Dakota and will be implemented in the new project by July 1, 1985.
2. Eight American Indian persons presently employed or expecting to be employed in schools on or near Indian reservations will receive appropriate training and will have received either a Master of Education (M.Ed.) degree in educational administration and certification or a Master of Science (M.S.) degree in educational administration without certification by August 15, 1988.
3. Six American Indian people will, over a three-year period during the summers of 1986-1988, participate in either 8-week or 10-week "summer only" sessions at the master's, specialist, or doctoral level and will complete 8 or 10 semester hours of graduate credit each summer toward the

appropriate degree.

4. Three American Indian persons will be full-time graduate students while working toward a Doctor of Education (Ed.D) degree, Doctor of Philosophy (Ph.D.) degree, or Specialist Diploma (Ed.S.) in educational administration.
5. During on-site instructional sessions, the Project IDEAL administration trainees will explore, primarily through local consultant participation, the unique needs of Indian reservation schools and communities and investigate methods and materials appropriate for dealing with those needs.
6. A leadership component will be included for all project students through adapted administration coursework. Upon completion of the coursework, each student will be able to recognize his/her primary and secondary leadership styles and identify and demonstrate their appropriate application.
7. Cultural emphasis will be provided through academic coursework, discussion seminars, and local resource people throughout the training period.
8. Knowledge of the administrative process related to the education of Indian people will be provided through academic coursework, discussion seminars with practicing administrators, and suggested readings throughout the training period.
9. Program participants will demonstrate or develop proficiency in administrative uses of the microcomputer including the use of a word processing program, a data base program, and a spreadsheet program.
10. Program participants pursuing a Master of Education degree will participate in an administrative internship supervised by their UND

advisor and a field supervisor mutually selected by the participant and the UND advisor.

11. Community advisory personnel will be named at each participating reservation (usually the Superintendent for Education, the Community College President, or someone delegated to represent them, and the BIA Higher Education Grants Officer) to recommend project applicants, to provide input, and to advise the project director.

12. A system for collaborative planning and decision making will be implemented by August 1, 1985, and will involve the local education communities, the University of North Dakota, the State Department of Public Instruction, and supportive American Indian organizations.

13. A continuous process of program evaluation by independent and objective evaluators will be implemented to measure program effectiveness and to assist in program decision making beginning February 1, 1986.

14. Program developments, activities, evaluations, successes, and failures will be documented. Information about the program will be disseminated to other institutions of higher education, education agencies, tribal organizations, and other interested groups and individuals through the use of reports and bimonthly newsletters beginning September 30, 1985.

INTERNAL EVALUATION

The internal evaluation serves a fourfold purpose: evaluating the project's stated objectives, meeting federal reporting requirements, aiding project staff in better serving their clients, and providing students with an important means of responding to the program.

In order to achieve these goals the internal evaluators developed a survey questionnaire consisting of 14 matching questions for each of three groups--faculty, students, and Steering Committee. To provide cross-group comparisons, an additional 5 to 15 questions per group were included to analyze items relevant to the particular group. Each response was measured on a Likert scale. Additionally, each participant was asked three open-ended questions to elicit more personalized feedback and to provide the opportunity to address specific considerations.

A total of 35 questionnaires was administered: 15 to students, 14 to Steering Committee members, and 6 to faculty members. The overall response rate was 97% (34 of 35). By group the response rates were as follows: faculty, 5 of 6 (83%); students, 15 of 15 (100%); and Steering Committee, 14 of 14 (100%). Data were collected over a four-week period of time. The survey administration was followed by mailings which were in turn followed by phone calls to any who had not yet responded. Data were tabulated and frequencies were run on every variable.

All 15 students enrolled in coursework during the 1985-1986 academic year completed the student questionnaire. Seven of the students were new to the program while 8 were continuing students. Fifteen individuals were on the Steering Committee. One Steering Committee member did not respond to the survey because he vacated his position of employment and could not be reached. Only one of the 14 remaining members of the Steering Committee was new to the

committee.

The internal evaluation has both quantitative and qualitative components. The former consists of an analysis of the degree of achievement of the fourteen formal program objectives as stated in the January 1985 "Proposal for Training of Indian People in Educational Administration" followed by an analysis of other cross-group comparisons, individual group-oriented statements, and open-ended questions.

The evaluators are most concerned with the degree of achievement of stated program objectives. Thirteen objectives were either achieved or in the process of being achieved. Although there was some difference in the degree of support of program objectives--most notably objectives 5, 7, and 8--the differences were not great.

The qualitative report represents the subjective views of the internal evaluators. Their observations are a reflection of positive experience with the project and of observations of the project's day-to-day operations.

TABLE 1

PARTICIPANT PERCEPTION OF STUDENT OPPORTUNITY TO EXPLORE NEEDS OF RESERVATION SCHOOLS AND COMMUNITIES

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	1	0	0	0	3	0
Student	1	2	3	4	0	1	7
Steering Committee	3	5	2	1	0	3	0

In response to the statement--"1. At the on-site instructional sessions during participation in the program, the interns had the opportunity to

explore the unique needs of Indian reservation schools and communities"--two (40%) faculty agreed or strongly agreed with the statement. Three (60%) of the faculty didn't know about the on-site instructional sessions. Eight (53%) of the students selected not applicable or don't know. This indicated that there were students who had not been involved at the on-site instructional sessions during the 1985-86 academic year. Of the seven who indicated some awareness of the on-site instruction, three strongly agreed or agreed and four disagreed that students had the opportunity to explore the unique needs of Indian reservation schools and communities. Eight (57%) of the steering committee strongly agreed or agreed with the statement. Only one (7%) disagreed and five (36%) indicated they were neutral or didn't know about on-site instructional sessions.

TABLE 2

PARTICIPANT PERCEPTION OF STUDENT OPPORTUNITY TO INVESTIGATE METHODS AND MATERIALS APPROPRIATE FOR DEALING WITH RESERVATION NEEDS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	1	0	0	0	3	0
Student	1	3	0	4	0	0	7
Steering Committee	1	6	2	2	0	3	0

In response to the statement--"2. At the on-site instructional sessions during participation in the program, the interns had the opportunity to investigate methods and materials appropriate for dealing with the unique needs of Indian reservation schools and communities"--two (40%) of the faculty indicated agreement or strong agreement with the statement. Three (60%) of

the faculty indicated they did not know about the on-site instructional sessions. Seven (47%) of the students selected not applicable. This indicated that there were students who had not been involved at the on-site instructional sessions during the 1985-86 academic year. Of the eight (57%) who indicated some awareness of the on-site instruction, four (27%) disagreed that students had the opportunity to investigate methods and materials that were appropriate for dealing with the unique needs of Indian reservation schools and communities. Seven (50%) of the steering committee strongly agreed or agreed with the statement. Two (14%) disagreed and five (36%) indicated they didn't know or were neutral.

TABLE 3

PARTICIPANT PERCEPTION OF INCLUSION OF STUDENT LEADERSHIP COMPONENT IN COURSEWORK

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	2	1	0	0	0	2	0
Student	2	8	0	2	0	1	2
Steering Committee	4	8	0	0	0	2	0

In response to the statement--"3. Through coursework, participants are provided with the opportunity to recognize their primary and secondary leadership styles, and to identify and demonstrate appropriate application"--there was general agreement. Most students and steering committee agreed or strongly agreed. The faculty responses indicated that the faculty who knew about students' coursework believed the students were able to recognize their primary and secondary leadership styles. Ten (67%) of the students agreed or

strongly agreed with the statement. Three (20%) responded they either didn't know or it was not applicable to them. This indicated these students had not completed the coursework which addressed leadership styles. Twelve (86%) of the steering committee agreed or strongly agreed that through coursework students were able to recognize their leadership styles. Two (14%) indicated they did not know.

TABLE 4

PARTICIPANT PERCEPTION OF CULTURAL EMPHASIS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	3	0	0	0	1	0
Student	0	7	2	3	2	0	1
Steering Committee	1	8	1	2	1	1	0

In response to the statement--"4. During participation in the program, cultural emphasis was provided through academic coursework, discussion seminars, and/or local resource people"--the answers were mixed. Four (80%) of the faculty strongly agreed or agreed that cultural emphasis was provided through academic coursework, discussion seminars, and/or local people. Seven (47%) of the students agreed that cultural emphasis was provided through academic coursework, discussion seminars, and/or local people. Five (33%) disagreed or strongly disagreed. Three (20%) responded with neutral or not applicable. Nine (64%) of the steering committee agreed or strongly agreed that cultural emphasis was provided. Three (21%) disagreed or strongly disagreed. Two (14%) responded with neutral or don't know.

TABLE 5

PARTICIPANT PERCEPTION OF STUDENT KNOWLEDGE OF THE ADMINISTRATIVE PROCESS RELATED TO INDIAN EDUCATION

	Frequency						
Group	Stongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	2	2	0	0	0	1	0
Student	0	3	2	7	0	0	3
Steering Committee	3	7	0	3	0	1	0

In response to the statement--"5. Knowledge in the administrative process related to the education of Indian people has been provided through academic coursework, discussion seminars with practicing administrators, internships, and/or suggested readings throughout the training period"--ten (71%) of the steering committee agreed or strongly agreed. Only three (20%) of the students agreed. Seven (47%) of the students and three (21%) of the steering committee disagreed. Four (80%) of the faculty agreed or strongly agreed.

TABLE 6

PARTICIPANT PERCEPTION OF PROFICIENCY IN ADMINISTRATIVE USES OF THE MICROCOMPUTER

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	3	2	0	0	0	0	0
Student	2	9	1	0	0	0	3
Steering Committee	1	6	2	0	0	5	0

In response to the statement--"6. Program participants have demonstrated or developed a proficiency in administrative uses of the microcomputer,

including the use of a word processing program, a data base program, and a spreadsheet program"--the majority (66%) of all respondents agreed or strongly agreed. No respondent disagreed or strongly disagreed.

TABLE 7

PARTICIPANT PERCEPTION OF CANDIDATE PURSUING A MASTER OF EDUCATION DEGREE PARTICIPATING IN AN ADMINISTRATIVE INTERNSHIP

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	3	2	0	0	0	0	0
Student	1	3	0	0	0	3	8
Steering Committee	4	8	1	0	0	1	0

There was agreement with the statement--7. "Program participants pursuing a Master of Education degree have participated in an administrative internship supervised by their UND advisor and a field supervisor mutually selected by the participant and the UND advisor." All of the faculty agreed or strongly agreed with the statement. Twelve (86%) of the steering committee agreed or stongly agreed; however, only four (27%) of the students agreed or strongly agreed. Eleven (73%) of the students responded with don't know or not applicable. It should be noted that no one disagreed or strongly disagreed with the statement.

TABLE 8

PARTICIPANT PERCEPTION OF RECEIPT OF ADEQUATE PROGRAM INFORMATION

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	2	2	0	0	0	0
Student	3	9	1	2	0	0	0
Steering Committee	3	7	2	2	0	0	0

In response to the statement--"8. I receive appropriate program information to keep me well informed of program developments, activities, and evaluations"--twelve (80%) of the students, ten (71%) of the steering committee, and three (60)% of the faculty agreed or strongly agreed with the statement. Two (13%) students and two (14%) steering committee members disagreed with the statement. Two (40%) of the faculty were neutral.

TABLE 9

PARTICIPANT PERCEPTION OF PROJECT MEETING STUDENT EDUCATION AND PROFESSIONAL NEEDS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	4	0	0	0	0	0
Student	4	7	1	2	0	0	1
Steering Committee	2	10	0	2	0	0	0

Overall, eleven (73%) students, twelve (86%) steering committee members, and five (100%) faculty agreed or strongly agreed with the statement--9. "Project IDEAL meets the educational and professional needs of the Indian

graduate student." Only two (13%) students and two (14%) steering committee members disagreed.

TABLE 10

PARTICIPANT PERCEPTION OF STUDENT EMPLOYMENT OPPORTUNITIES IN EDUCATIONAL ADMINISTRATION IN INDIAN-RELATED SCHOOLS AND PROGRAMS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	2	2	0	0	0	1	0
Student	4	7	0	1	0	3	0
Steering Committee	6	8	0	0	0	0	0

In response to the statement--"10. I believe there are opportunities available to Project IDEAL graduates in educational leadership in Indian-related schools and programs"--all of the steering committee (100%), eleven (73%) of the students, and four (80%) of the faculty agreed or strongly agreed with the statement. Only one student disagreed. Three students (20%) did not know if opportunities in educational administration were available for IDEAL graduates in Indian-related schools and programs.

TABLE 11

PARTICIPANT PERCEPTION OF STUDENT EMPLOYMENT OPPORTUNITIES IN EDUCATIONAL ADMINISTRATION IN NON-INDIAN RELATED SCHOOLS AND PROGRAMS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	4	0	0	0	0	0
Student	2	8	0	0	0	5	0
Steering Committee	4	9	0	1	0	0	0

In response to the statement--"11. I believe that there are opportunities available to Project IDEAL graduates in educational leadership in non-Indian related schools and programs"--all groups overwhelmingly agreed or strongly agreed (faculty, 100%; students, 67%; and steering committee, 93%). Five (33%) students indicated they did not know and one (7%) steering committee member disagreed.

TABLE 12

PARTICIPATION PERCEPTION OF RECEIPT AND REVIEW OF PROJECT NEWSLETTER ON A REGULAR BASIS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	4	0	0	0	0	0
Student	5	8	0	0	0	0	2
Steering Committee	5	7	0	1	0	0	1

In response to the statement--"12. Project IDEAL newsletters were received and read by me on a regular basis"--thirteen (87%) students,

twelve (86%) steering committee members, and five (100%) faculty indicated they agreed or strongly agreed. Only one steering committee member disagreed. Three individuals indicated not applicable.

TABLE 13

PARTICIPANT PERCEPTION OF COMMUNITY IMAGE OF PROJECT

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	0	5	0	0	0	0	0
Student	2	7	3	0	0	3	0
Steering Committee	3	9	0	0	0	1	1

The response to the statement--"13. My community has a positive image of Project IDEAL"--was highly positive. Most of the respondents agreed or strongly agreed (faculty, 100%; students, 60%; steering committee, 86%). Notably, there were no disagree or strongly disagree responses.

TABLE 14

PARTICIPANT PERCEPTION OF PROGRAM MANAGEMENT

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	4	0	0	0	0	0
Student	7	4	2	1	0	0	1
Steering Committee	3	10	1	0	0	0	0

Overwhelmingly, the response to the statement--"14. Project IDEAL is a well-managed program"--was highly positive. The majority of the three

groups (faculty, 100%; students, 73%; steering committee, 93%) agreed or strongly agreed with the statement. Three individuals were neutral. It should be noted that only one student disagreed that Project IDEAL was a well-managed program.

TABLE 15

PARTICIPANT PERCEPTION OF ADEQUACY OF DIALOGUE AND PEER FEEDBACK ON CAMPUS BETWEEN PROJECT AND NON-PROJECT STUDENTS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	3	2	0	0	0	0	0
Student	9	5	0	1	0	0	0

In response to the statement--"15. Project IDEAL students have the opportunity for dialogue and peer feedback with other educational administration students at UND when on campus"--fourteen (93%) students agreed or strongly agreed with the statement. One student disagreed. All of the faculty agreed or strongly agreed.

TABLE 16

PARTICIPANT PERCEPTION OF STUDENT RECRUITMENT

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	4	4	1	1	0	5	0
Steering Committee	2	5	2	1	0	2	2

In response to the statement--"16. The recruitment of students has been actively pursued in my community"--eight (53%) students and seven

(50%) steering committee members agreed or strongly agreed with the statement. One individual from each group disagreed. Three individuals responded with neutral, seven with don't know, and two with not applicable.

TABLE 17

PARTICIPANT PERCEPTION LEVEL OF INPUT INTO THE PROGRAM

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	2	6	2	4	1	0	0
Steering Committee	3	6	2	3	0	0	0

In response to the statement--"17. I am satisfied with my level of input into the program"--eight (53%) students and nine (64%) steering committee members agreed or strongly agreed with the statement. Five (33%) students and three (21%) steering committee members disagreed or strongly disagreed. Two individuals from each group responded they were neutral.

TABLE 18

PARTICIPANT PERCEPTION OF PROJECT PUBLICITY IN HIS/HER COMMUNITY

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	4	9	2	0	0	0	0
Steering Committee	5	4	3	2	0	0	0

In response to the statement--"18. I am active in promoting Project IDEAL in my community"--thirteen (87%) students and nine (64%) steering committee members agreed or strongly agreed with the statement. Two (14%)

steering committee members disagreed. Five individuals (two students and three steering committee members) were neutral.

TABLE 19

PERCEPTION OF THE SIGNIFICANCE OF ROLE OF THE STEERING COMMITTEE IN PLANNING AND DECISION MAKING

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	2	1	1	0	0	0
Steering Committee	3	6	2	2	0	1	0

In response to the statement--"19. The steering committee plays a significant planning and decision-making role in Project IDEAL"--nine (64%) steering committee members agreed or strongly agreed with the statement; however, two (14%) disagreed. Three (21%) indicated they didn't know or were neutral. Three (60%) faculty members agreed or strongly agreed with the statement. One (20%) faculty member disagreed and one (20%) indicated she/he was neutral.

TABLE 20

STUDENT PERCEPTION OF PARTICIPATION IN AN INTERNSHIP OF AN ADMINISTRATIVE NATURE

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	4	6	1	1	0	1	2

In response to the statement--"20. I participated in or will participate in an internship of an administrative nature"--the majority of the students (67%) agreed or strongly agreed. Notably, only one (6%)

disagreed with the statement.

TABLE 21

STUDENT PERCEPTION OF FLEXIBILITY OF THE COURSEWORK SCHEDULING

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	4	11	0	0	0	0	0

Overwhelmingly, the response to the statement--"21. The flexibility of the coursework scheduling meets my needs as an individual"--was highly positive. All of the students (100%) agreed or strongly agreed with the statement.

TABLE 22

STUDENT PERCEPTION OF THE WORKLOAD REQUIRED

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	3	9	0	3	0	0	0

In response to the statement--"22. The workload required by my courses was reasonable"--the majority of the students (80%) agreed or strongly agreed with the statement. Three students (20%) did not feel that the workload was reasonable.

TABLE 23

STUDENT PERCEPTION OF QUALITY OF INSTRUCTION
PROVIDED BY UNIVERSITY PROFESSORS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	7	6	1	1	0	0	0

In response to the statement--"23. I am satisfied with the quality of instruction provided to me by university professors"--the majority of the students (87%) agreed or strongly agreed with the statement with one student who disagreed.

TABLE 24

STUDENT SATISFACTION OF ADVISOR-ADVISEE PROCESS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	5	5	2	2	0	0	1

In response to the statement--"24. In terms of my university advisor, I was satisfied with the quality of the advisor-advisee process"--the majority of the students (67%) agreed or strongly agreed with the statement. Two (13%) students indicated they were not satisfied with the advisor-advisee process.

TABLE 25

STUDENT PERCEPTION OF POSITIVE FACULTY ATTITUDE
TOWARD PROJECT PARTICIPANTS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	2	4	5	2	1	1	0

In response to the statement--"25. Faculty members with whom I have had contact have a positive attitude toward Project IDEAL"--six (40%) students agreed or strongly agreed with the statement. Three (20%) students disagreed. One-third of the students were neutral.

TABLE 26

STUDENT AWARENESS OF AVAILABILITY OF COUNSELING SERVICES AND ASSISTANCE

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	2	4	1	1	0	5	2

In response to the statement--"26. Counseling services and assistance with problems were available to me"--six (40%) students agreed or strongly agreed with the statement and one (6%) student disagreed. One student was neutral and seven indicated they did not know or it was not applicable to them.

TABLE 27

STUDENT PERCEPTION OF PROJECT'S CONTRIBUTION TO INCREASE IN SELF-AWARENESS, SELF-CONFIDENCE, AND PROFESSIONALISM

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	8	4	3	0	0	0	0

Overwhelmingly, the response to the statement--"27. Project IDEAL has contributed to an increase in my self-awareness, self-confidence, and professonalism"--was positive. Twelve (80%) students agreed or strongly agreed with the statement. Three (20%) students were neutral.

TABLE 28

STUDENT PERCEPTION OF POSITIVE ON-CAMPUS EDUCATIONAL EXPERIENCES

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	3	8	1	1	0	2	0

In response to the statement--"28. The on-campus educational experiences are positive for Project IDEAL students"--eleven (73%) students agreed or strongly agreed with the statement with one (6%) student who disagreed. The majority of the students believed the on-campus educational experiences were positive.

TABLE 29

STUDENT PERCEPTION OF POSITIVE ON-SITE EDUCATIONAL EXPERIENCES

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	4	4	1	0	0	2	4

In response to statement--"29. The on-site sessions provide positive educational experiences for Project IDEAL students"--eight (53%) agreed or strongly agreed with the statement. It should be noted that no student disagreed. The majority of the students believed the on-site educational experiences were positive.

TABLE 30

STUDENT PERCEPTION OF POSITIVE SUMMER SESSION EDUCATIONAL EXPERIENCES

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Student	6	6	1	1	0	0	1

Overwhelmingly, the response to the statement--"30. The summer session educational experiences are positive for Project IDEAL students"--was positive. Twelve (80%) students agreed or strongly agreed with the statement and one student disagreed the summer session experiences were positive for the Project IDEAL students.

TABLE 31

FACULTY PERCEPTION OF IDEAL STUDENTS MEETING THE SAME ENTRANCE REQUIREMENTS AS NON-PROJECT STUDENTS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	2	1	1	0	0	0

In response to the statement--"31. Project IDEAL students meet the same entrance requirements as non-project students"--three (60%) of the faculty agreed or strongly agreed. One (20%) faculty member was neutral and one (20%) disagreed.

TABLE 32

FACULTY PERCEPTION OF IDEAL STUDENTS MEETING THE SAME PERFORMANCE REQUIREMENTS AS NON-PROJECT STUDENTS

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	4	0	0	0	0	0

In response to the statement--"32. Project IDEAL students meet the same performance requirements as non-project students"--all members of the faculty agreed or strongly agreed.

TABLE 33

FACULTY SATISFACTION REGARDING ASSOCIATION WITH PROJECT IDEAL

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	3	1	0	0	0	0

In response to the statement--"33. I am satisfied with my association with Project IDEAL"--four (80%) faculty agreed or strongly agreed. One individual indicated a neutral response.

TABLE 34

FACULTY SATISFACTION WITH PROJECT IDEAL STUDENT WORK

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	2	1	2	0	0	0	0

In response to the statement--"34. I am satisfied with the quality of Project IDEAL student work"--three (60%) of the faculty agreed or strongly agreed. Two (40%) of the faculty indicated they were neutral concerning the quality of Project IDEAL students' work.

TABLE 35

FACULTY SATISFACTION WITH OVERALL PERFORMANCE OF PROJECT IDEAL

	Frequency						
Group	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	NA
Faculty	1	4	0	0	0	0	0

In response to the statement--"35. I am satisfied with the overall performance of Project IDEAL to date"--all of the faculty agreed or strongly agreed.

The following three open-ended questions were asked of all three groups to obtain personalized feedback and to provide the opportunity to address specific personalized considerations.

1. What do you see as the program's strengths?

Steering Committee Comments:

"The curriculum is probably its greatest strength, which takes into consideration Indian concepts, etc."

"Funding for students to get degree."

"Dr. Lemon seems sincerely interested."

"Graduating good people on schedule."

"Has attracted able students who have had good success in completing their programs."

"To provide an opportunity to Native American educators that would not otherwise be possible."

"Excellent students."

"Excellent and sensitive staff."

"Well-qualified and helpful Ed. Ad. faculty."

"Ability to earn Master's degree and be employed."

"Program is definitely meeting the administrative needs of Indian schools."

"The students themselves make Project IDEAL a good program."

"The director is very receptive to the needs of Indian schools and Indian students."

"Field based (1) enables participants to keep their job and at the same time get going toward achieving a graduate degree; (2) has a tendency to hold the participant on his/her home reservation upon completion of the degree; (3) helps to maintain a positive relationship between North Dakota reservations and UND and the graduate students."

"Administrative leadership and qualifications of the director."

"Ability to provide comprehensive training for participants."

"Institutional support."

"Good leadership and an excellent staff."

"Community support."

"Native American opportunitites to acquire a graduate college degree."

"The goals and objectives set for it that were based on the proposal for funding. The personnel, steering committee and faculty, and the on-site experiences."

Student Comments:

"The ability to provide funding to Native American students."

"Credibility of program on campus and in the Indian community."

"History of graduates done well after graduation in terms of employment."

"Administrative continuity."

"There are other Indian students in the program. This gives you a peer group to share with."

"They serve the Indian community."

"They allow the student easier access to UND; by this I mean you have someone to go to for assistance with coursework, copying, and telephone expense."

"The Project IDEAL's peer support groups, students supporting each other."

"I'm new in the program and have just started this summer session. Therefore, cannot comment on strengths."

"Emphasis on the Indian culture and its relation to methods of administration."

"Funding: Most Indian people cannot afford post-graduate education."

"Feelings of 'family' within the program. Good support group found among staff, administrators, and students."

"The newsletters provide continuous information."

"Good, strong leadership and follow-up."

"Reasonable expectations."

"The funding for the program which covers your tuition, fees, and expenses."

"The director."

"The courses at the University which provide an opportunity to study and work with non-Indians."

"The fact that it is part of Ed. Ad.; or rather we become involved in the Ed. Ad. department."

"Funding assistance."

"Limited access to typewriter, computers, etc."

"It provides Indians with an opportunity to pursue a degree in Educational Administration."

"The director's knowledge, skills, and guidance."

"High-quality IDEAL students."

"Very competent and friendly secretaries."

"IDEAL students and other Ed. Admin. students helping each other."

"On-campus work of equivalent difficulty; flexible selection of cognates; a friendly and cooperative university community; approachability of instructors for help (depending, unfortunately, sometimes on 'moodiness')."

Faculty Comments:

"Identification of talented Indian people who are inclined toward and capable of preparing for a position of administrative service. Delivering a rigorous program and expecting (and getting) quality performance in a high fraction of the cases."

"The program is doing what it was designed to do--provide the finances and opportunities for Indian students to prepare themselves to be school administrators. This is the ultimate strength and reason enough for the program to continue."

"1. Track record of relative success in graduating students,
2. Fulfills need for trained administrators of Native American heritage in Native American schools,
3. Well-managed program."

"Excellent doctoral students. The field-based master's program. It is cost effective, it is supportive of Indian students, and it is well managed."

"It serves a Native American population that might not otherwise be served as well, if not at all."

2. What do you suggest to improve the program?

Steering Committee Comments:

"More emphasis on administration at the reservation level, financial and political realities."

"Students, especially doctorates, do not have field contact."

"Input from students into the program."

"More cultural emphasis."

"Continue as is."

"More active recruitment by actually visiting the reservations."

"Coursework could be reviewed for ways to incorporate more Indian Education information (federal programs, projects, proposal writing, etc.) in the Ed. Ad. curriculum."

"More coursework regarding Indian culture."

"Increased opportunities for Project IDEAL students, including doctoral students, for meaningful involvement (discussions of real educational problems and issues that are taking place in reservation schools today) with the more competent administrators from reservation school systems in North Dakota."

"Since I've known about Project IDEAL, there have been complaints regarding instructors and the way some students are treated. I believe it would be worth the effort to talk with the graduates of the program and find out their true feelings."

"Increase federal dollars to include increased number of participants."

"More whole-brain instruction; more wholistic education; more information on left brain-right people."

Student Comments:

"I think the program is exceptionally well managed; I don't see any weaknesses."

"Additional assistance in terms of housing (1-3 units set aside for full-time students with families)."

"Bring on-campus Indian administrators to do seminars related to Ed. Ad. area and discuss adjustment to Indian programs situation upon program completion."

"Make courses available on the reservations (weekends)."

"More financial support. For those of us who don't work during the summer at a full-time position, it is difficult to try and make ends meet."

"In the Ed. Ad. program, more information related to students on Indian education. There are 5 reservations in North Dakota and there is a

chance that an administrator would have to administer Indian students and Indian program."

"More communication between administration and students throughout the year (deadline reminders, technical and procedural requirements)."

"More get-togethers during the summer."

"Another way the internships could be done. I feel that I never received a satisfactory internship under the principal, Linda Lawrence. I covered some areas but not any of the major ones."

"Increase staff awareness and develop better support of issues in Indian education."

"Orientation meetings might be helpful to new students and/or old students to develop a support system."

Faculty Comments:

"Greater dollar support from DC. More assistance in recruiting students."

"1. Greater efforts at recruitment of eligible students,
2. More personal communication between project director and faculty advisors of project students,
3. National dissemination of project's accomplishments in publications and at conferences."

"The director should take at least some master's degree advisees and should not take all doctoral advisees; this might spread the workload more fairly."

"Project IDEAL requires an individual commitment above and beyond the typical effort associated with participation (e.g., steering committee service, preparation, reading of materials and proposals, internship arrangement of supervision, special materials development). The 'pay-off' for the individual professor is difficult to demonstrate--especially in the context of an over-demand for services written for this department."

3. Do you have any additional comments?

Steering Committee Comments:

"You may notice that on specific questions on specific education program modes, I, for the most part, entered an 'N.' I am not an educator and not in position to know about day-to-day activities. However, I do strongly support the concept of Project IDEAL and its cultural approach to the needs of the students in the program and of the people they will serve."

"It would be a plus to have an 'Indian' director for identification sake, but I realize the constraints as well."

"Director does an excellent job in operating the program."

"Sharon and Addie (secretaries) are always so cordial, helpful, and friendly."

"The program needs to start getting more people with a Master of Education degree who will remain in the classroom."

"Contact the 'International Society of Accelerative Learning and Teaching' for consultants."

"I would hope that Project IDEAL would continue to function, for it is a very important part of the University of North Dakota graduate program."

Student Comments:

"Doctoral program is so successful, one only needs to look at the graduates."

"May want to change format of master's program to full-time, on campus. What was appropriate for the '70s may be inappropriate for the '80s."

"I have heard rumors that Project IDEAL will not be here next year. I haven't heard one way or the other from the project."

"I strongly support the program personally and professionally. I am a strong advocate for the program in my community. I believe strongly in the programs worth and want to see it continue."

"I wouldn't have been able to get my degree without Project IDEAL!"

"The participants are similar to a family unit. Looking out for your fellow students. Helping in any way possible to make me feel comfortable in this program and school."

"Does IDEAL have follow up programs in place for graduates on such things as job placement, or act as an advisory source or resource dissemination service for former IDEAL students?"

"I have found that the program has provided me with the opportunity to learn and to apply my knowledge in the field. I have been happy to be able to receive coursework which will help me in my future work."

"I am unsure of exactly what is meant by 'Knowledge in the administrative process related to the education of Indian people.' I have been happy to be able to receive coursework which will help me in my future work."

"I think the program is wonderful. I know I would not have my degree if it wasn't for this program. It is not an easy program. I feel very confident knowing I am well prepared for a career--they don't just shove

you through. The professors, too, are great--good teachers, take an interest in you and are very friendly."

Faculty Comments:

"Project IDEAL has 'produced' many very good students--a few of exceptional quality and promise...the administrative and indirect costs (when compared to the size of the program or the aggregate of student benefit costs) are very low."

"Virtually the total information about and control of all program finances and resources lie with the director alone but all other faculty carry heavy workloads with program students. This apparent imbalance does cause some concern and even resentment (for example, the director has at his disposal a wide array of computer and A-V equipment, two full-time secretaries, a GTA, and a work-study; this is much more than the entire Ed. Ad. dept. has available for its use--and we share in virtually none of the Project IDEAL resources). With the new personnel assignments, surely this would be a good time to review all of these arrangements."

"The program is worthy of continued support from Ed. Ad., CTL, UND, DOE, and the Indian community."

Findings and Conclusions

There were fourteen program objectives to be met by Project IDEAL. The evaluation of those objectives was accomplished by reviewing program records, interviews with project staff, and the use of the survey instrument. Objectives 1-4 and 11-14 were assessed primarily from project records and interviews. Objectives 5-10 were assessed with the additional use of the survey instrument.

Objective 1. A field-based Master of Education program and Master of Science program in educational administration that are responsive to special needs of Indian people have been developed by the Center for Teaching and Learning at the University of North Dakota and will be implemented in the new project by July 1, 1985.

The field-based Master of Education program and the Master of Science program have been implemented since July 1, 1985, according to project records and staff interviews. These programs permit master's students to remain in

full-time employment on their home reservations. Specialist students have the full-time, on-campus option or they can take courses with the master's students. Courses are then offered by Project IDEAL on site at the reservation with periodic meetings at the university. One intership was offered on the Standing Rock Indian Reservation and two courses were offered on the various reservations and at the university during the 1985-86 project year. Project IDEAL students were enrolled in two extension courses offered in Bismarck. Objective achieved.

Objective 2. Eight American Indian persons presently employed or expecting to be employed in schools on or near Indian reservations will receive appropriate training and will have received either a Master of Education (M.Ed.) degree in educational administration and certification or a Master of Science (M.S.) degree in educational administration without certification by August 15, 1988.

Twelve students were enrolled in the Master of Education degree program and three students were enrolled in the Master of Science degree program during this project year. One student completed graduation requirements and was matriculated in December of 1985. Three students completed graduation requirements and were matriculated in August of 1986. Four of the fifteen students enrolled during this project year had completed all coursework by August 1986 and are writing their independent studies. Six students are projected to complete their graduation requirements and matriculate by August 1987. Objective being achieved.

Objective 3. Six American Indian people will, over a three-year period during the summers of 1986-1988, participate in either 8-week or 10-week "summer only" sessions at the master's, specialist, or doctoral level and will complete 8 or 10 semester hours of graduate credit each summer toward the

appropriate degree.

Project records indicate that there are nine summer-only students in the program. There are six M.Ed. students, two M.S. students, and 1 Ed.S. student. Objective achieved.

Objective 4. Three American Indian persons will be full-time graduate students while working toward a Doctor of Education (Ed.D.) degree, Doctor of Philosophy (Ph.D.) degree, or Specialist Diploma (Ed.S.) in educational administration.

Project records verified that three Project IDEAL candidates were enrolled in the Doctor of Education degree program in Educational Administration. One student was enrolled in the Specialist degree program in Educational Administration. One Ed.D. student and the Ed.S. student completed all graduation requirements and were matriculated in August of 1986. Objective achieved.

Objective 5. During on-site instructional sessions, the Project IDEAL administration trainees will explore, primarily through local consultant participation, the unique needs of Indian reservation schools and communities and investigate methods and materials appropriate for dealing with those needs.

Questions 1 and 2 (tables 1 and 2) of the surveyed addressed objective 5. Thirty-eight percent (38%) of all respondents agreed or strongly agreed that students had the opportunity to explore the unique needs of reservation schools and communities. Thirty-eight percent (38%) of all respondents agreed or strongly agreed that students had the opportunity to investigate methods and materials for dealing with those unique needs. The largest difference in perceptions as to the degree these opportunities were provided occurred within the student group. Fifty-three percent (53%) of the students either didn't

know the opportunities were available or indicated it was not applicable. It should be noted that seven students were new to the program. These students may not have had the opportunity to attend on-site instructional sessions. Sixty percent (60%) of the faculty did not know if opportunities were available for students to explore reservation needs nor if opportunities existed for students to investigate methods and materials appropriate for dealing with the unique needs of Indian reservation schools and communities. It may be necessary for the project staff to inform students and faculty what the purpose of the on-site sessions is and to ensure that methods and materials are introduced at that level. Objective being achieved.

Objective 6. A leadership component will be included for all project students through adapted administration coursework. Upon completion of the coursework, each student will be able to recognize his/her primary and secondary leadership styles and identify and demonstrate their appropriate application.

Objective 6 was addressed by question 3 (table 3). All groups (71%) generally agreed that a leadership component was included in the coursework and that students were able to recognize their leadership styles and to demonstrate their application. Only two (14%) students disagreed. Twenty percent (20%) of all respondents indicated they did not know or the statement was not applicable to them. Objective being achieved.

Objective 7. Cultural emphasis will be provided through academic course-work, discussion seminars, and local resource people throughout the training period.

Objective 7 was addressed by question 4 (table 4). Fifty-seven percent (57%) of all respondents agreed that cultural emphasis was provided. However, twenty-three percent (23%) of all respondents disagreed. The greatest

difference in perceptions occurred within the student group. Seven students agreed that cultural emphasis was provided whereas five students disagreed. This indicates that the curriculum needs to be reviewed in regards to cultural emphasis and understanding. Objective being achieved.

Objective 8. Knowledge of the administrative process related to the education of Indian people will be provided through academic coursework, discussion seminars with practicing administrators, and suggested readings throughout the training period.

Objective 8 was addressed by question 5 (table 5). Forty-three percent (43%) of all groups agreed that knowledge and practice in the administrative process related to the education of Indian people was being provided. However, only three (33%) students agreed while seven (46%) students disagreed. It appears students do not perceive that the administrative process was being related to the education of Indian people in their coursework. Objective being achieved.

Objective 9. Program participants will demonstrate or develop proficiency in administrative uses of the microcomputer including the use of a word processing program, a data base program, and a spreadsheet program.

Objective 9 was addressed in question 6 (table 6). The majority of all respondents (66%) agreed or strongly agreed that the program participants demonstrated or developed a proficiency in administrative uses of the microcomputer. No one disagreed. Objective achieved.

Objective 10. Program participants pursuing a Master of Education degree will participate in an administrative internship supervised by their UND advisor and a field supervisor mutually selected by the participant and the UND advisor.

One Master of Education student participated in an internship at the Standing Rock Indian Reservation during this project year. The internship was supervised by her university advisor and the principals in the elementary and high schools in Fort Yates, North Dakota. Objective achieved.

Objective 11. Community advisory personnel will be named at each participating reservation (usually the Superintendent for Education, the Community College President, or someone delegated to represent them, and the BIA Higher Education Grants Officer) to recommend project applicants, to provide input, and to advise the project director.

Leonard Bearking, Fort Totten Agency; Dr. Jim Davis, Turtle Mountain Agency; Dan Jerome, Turtle Mt. Community Schools; and Dr. Charles Ross, Standing Rock Agency headquarters represented their communities on the Steering Committee. These individuals participated in two on-campus meetings and a tele-conference meeting during the 1985-86 project year. Telephone calls were also used to seek advice or approval of new students from Steering Committee members. Objective achieved.

Objective 12. A system for collaborative planning and decision making will be implemented by August 1, 1985, and will involve the local education communities, the University of North Dakota, the State Department of Public Instruction, and supportive American Indian organizations.

Representatives serving on the Steering Committee representing local educational community, the University of North Dakota, the State Department of Public Instruction, and supportive American Indian organizations included Bruce Austin, UND Student Special Services; Dennis Blue, Indian Education programs; Angelita Felix, Turtle Mountain Agency; Joe DeFlyer, UND Indian Studies; Art Raymond, UND Indian Program Development; Leigh Jeanotte, UND Assistant to the Vice-President for Student Affairs for Native American

Programs; Albert Hohenstein, Department of Public Instruction; Liz Demaray, UND INMED.

Objective 13. A continuous process of program evaluation by independent and objective evaluators will be implememted to measure program effectiveness and to assist in program decision making beginning February 1, 1986.

Dr. Richard Landry, Bureau of Educational Research and Applied Services, was selected to complete the external evaluation for Project IDEAL. Mary Hall, Project IDEAL doctoral student, and Ann Porter, GTA for Project IDEAL and UND doctoral student, were selected to complete the internal evaluation. Objective being achieved.

Objective 14. Program developments, activities, evaluations, successes, and failures will be documented. Information about the program will be disseminated to other institutions of higher education, education agencies, tribal organizations, and other interested groups and individuals through the use of reports and bimonthly newsletters beginning September 30, 1985.

Four newsletters were compiled by the Project IDEAL staff during the project year 1985-86. These were distributed to 424 persons or individuals including present and former Project IDEAL students, Steering Committee members, Center for Teaching and Learning faculty, as well as others nationwide. The 6th Year Report for Project IDEAL and the proposal for the 1986-87 project year were distributed during 1985-86. Objective achieved.

Eight objectives were completely achieved--based on agreement of all three groups to a given objective--and the others were either in the process or required only minor adjustments to bring them to completion. The response to these objectives as well as to the program elements in general indicates that the program is fulfilling its mandate to provide well-educated American Indian educational administrators.

General Findings

Project IDEAL is perceived as a well-managed program. All of the faculty and 93% of the steering committee responded positively as well as 73% of the students (table 14). A majority of both students (53%) and steering committee (64%) were satisfied with their level of input into the program (table 17). Furthermore, both steering committee (64%) and faculty (60%) agreed that the steering committee played a significant planning and decision-making role in Project IDEAL (table 19).

Program approval is apparent from the positive perceptions of the participants. A majority of each group (students - 73%; steering committee - 86%; faculty - 100%) agreed that the project is meeting students' educational and professional needs (table 9). The faculty are satisfied with student work (60% - table 34) and with project performance (100% - table 35). Overall, the faculty (80% - table 33) are satisfied with their association with Project IDEAL. However, it should be noted that 60% of the faculty perceive Project IDEAL students meet the same entrance requirements as non-project students (table 31). On a positive note, 100% of the faculty perceive that Project IDEAL students meet the same performance requirements as non-project students (table 32).

The students find the coursework reasonable (80% - table 22) and the flexibility of the coursework meeting their individual needs (100% - table 21). Students rated their education experiences on site (73% - table 28), on campus (53% - table 29), and during the summer (80% - table 30) as positive. Dialogue and peer feedback on campus between project and non-project students are viewed as positive by students (93%) and by faculty (100% - table 15). However, only 40% of the students acknowledged adequacy of counseling services and assistance (table 26).

The administrative internship is viewed as positive by 67% of the students (table 20). The majority of the students (87% - table 23) are satisfied with the quality of instruction. Even though 40% of the students feel the faculty have a positive attitude toward Project IDEAL (table 25), 67% of the students are satisfied with the quality of the advisor-advisee process (table 24). Finally, 80% of the students agree that the project contributed to their self-awareness, self-confidence, and professionalism (table 27).

There were little differences between perceptions of employment prospects for students in Indian-related education (table 10) and between perceptions for non-Indian related school employment (table 11). The faculty and steering committee are more optimistic in both instances about employment prospects than are students.

Respondents acknowledged adequate communication from Project IDEAL through receipt and review of the newsletter (table 12) and receipt of adequate program information (table 8). There are greater differences of perception for receipt of adequate program information. The students (80%) and steering committee (71%) feel the program information they receive keeps them well informed, whereas 60% of the faculty felt the program information is adequate.

Overall, the respondents agreed that Project IDEAL has a positive image in the constituent communities (table 13). The students (53%) and steering committee (50%) feel that students in their community are actively recruited (table 16). The majority of the students (87%) indicate they actively promote Project IDEAL in their community (table 18). A majority of the steering committee (64%) also promote Project IDEAL in their community; however, two steering committee members do not promote Project IDEAL (table 18).

Recommendations

1. That academic coursework, seminars with practicing administrators, and readings be reviewed to insure that knowledge of the administrative process related to the education of Indian people is included.

2. That an orientation to Project IDEAL and to the university campus be provided for all new and returning summer session students. Students new to the program during the academic year should be provided an individualized orientation session.

3. That the steering committee continues to be involved in the decision making and planning of the program, as well as recruitment in the field.

4. That Project IDEAL be continued.

EXTERNAL EVALUATION

The Bureau of Educational Services and Applied Research

The University of North Dakota

Grand Forks, ND

58202

October, 1986

This report consists of six parts: (1) a brief description of the CIPP Model and procedures, (2) the context evaluation, (3) the input evaluation, (4) the process evaluation, (5) the product evaluation, and (6) a summary of the external evaluation.

I. Procedures

As specified in the "Proposal for Training of Indian People in Educational Administration" (Project IDEAL), this external evaluation has followed the CIPP (Context, Input, Process and Product) Model approach to evaluation (Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman & Provus 1971). Each of these dimensions of the evaluation for Project IDEAL has its own specific focus: Context evaluation focuses on the needs addressed by the Project; Input evaluation focuses on the means used to address these needs; Process evaluation focuses on the means that were implemented to meet these needs; and Product evaluation focuses on the level of accomplishment of the identified needs.

Various forms of information, documentation, data collection, and data analyses were used to address these levels of evaluation. These forms included, but were not limited to, files and records of students, extant documentation, interviews with past graduates, and questionnaires to the populations actively involved in the Project, i.e., the project staff, the educational administration faculty, the Steering Committee members, and the students currently enrolled in Project IDEAL.

II. Context Evaluation

As stated previously, the context evaluation focuses on the needs addressed by the Project. The sources of information for this component of the evaluation were the Project documents and records.

The basic question addressed here is: Is there a need for this project? The following statements are drawn from the Project proposal and indicate the need addressed by Project IDEAL:

> Indian communities now feel a greater need for professional educators trained for decision making at higher levels in the school community. (p. 1.)

> Schools in which there are concentrations of Indian children are often ill-equipped to respond to the cultural and particularly the language differences which these children bring to the school setting. Well-intentioned leaders often respond out of value frameworks which, in fact, create cultural and value conflicts resulting in the loss of self-esteem among many children. These behaviors may create an identity crisis among Indian children and cause them to reject the whole idea of school as a place for learning and growth. (p. 1.)

> A potential solution to this problem is to train educators who are from the same ethnic group as the students. Educators would then bring the same cultural background and understanding to the decision-making process in the education program. (p. 1.)

> A number of schools in North Dakota have been criticized by the Office of Civil Rights and by affirmative action groups for their lack of Indian personnel. Administrators and boards in these schools indicate a desire for Indian personnel and have, in fact, implemented active recruitment of Indian personnel but are unable to hire credentialed individuals. (p. 3.)

These quotes indicate the need to which the Project is directed. This need is also indicated in letters on file that testify to this need:

> It is most pleasing to learn of your institution's interest in continuing the special efforts for Native Americans in Educational Administration. I know that the shortage of manpower for the leadership roles in the Native American elementary and secondary schools is most

serious. (Richard L. Davison, Associate Commissioner and Executive Secretary of the North Dakota State Board of Higher Education.)

The need for qualified, professional educators who can return to the reservation and work in the schools is great, in addition to those who are currently employed in the local community colleges. (Alyce Spotted Bear, Tribal Chairman, Three Affiliated Tribes of the Fort Berthold Reservation.)

It's phenomenal what we have achieved in only the last few decades! But, as my research brought me to current needs, I can see we still have a long way to go to finally and ultimately have the leadership we are striving for and have desired for many, many years. Programs such as yours [Project IDEAL] need to continue in order to achieve the equality and level of education we need to, in turn, do our own teaching, instructing, and serving as role models for our young people. (Juanita J. Helphrey, Executive Director, North Dakota Indian Affairs Commission.)

Although there has been some progress made in the development of educational administrators who are of American Indian descent, there is still a shortage of such individuals in North Dakota. Of the education administrators in schools where a high percentage of Indian students attend, only twenty-five percent are Indian statewide. In some schools, there are no such Indian administrators. (Jim Davis, Director of Indian Programs, North Dakota State Department of Public Instruction.)

There continues to be an overwhelming need to train Native Americans to assume active leadership roles in the administration of elementary and secondary education. As Agency Superintendent of Education, I have dealt with the very difficult task of attempting to recruit qualified Native American principals and/or superintendents. The three schools that I deal with on Fort Berthold are all administered by non-Indians, although every effort has been made to encourage Native Americans to apply. Project IDEAL is a necessary program and is one of the most effective attempts at meeting an unmet need. (Angelita Felix, Agency Superintendent of Education, Fort Berthold Agency.)

While we have witnessed an increase in the number of Indian administrative leaders as a result of programs such as Project IDEAL, there is still a shortage of Indian administrators in schools serving Indian children. During the past decade, Indian administrators have gradually moved from local level administrative positions to higher level administrative positions in the Bureau of Indian Affairs hierarchy. Many have also assumed leadership positions in community colleges and universities. Others have acquired positions at the state level. This has resulted in a continued shortage of Indian administrative leaders at the local level in elementary and secondary educational institutions serving Indian children. (Teresa Delorme, Principal, Ojibwa Indian School, Belcourt, North Dakota.)

These testimonials from higher education personnel, state department personnel, and school administrators indicate that Project IDEAL is directed toward a real perceived need for Native Americans in educational leadership positions.

III. Input Evaluation

As stated previously, input evaluation focuses on means to address these needs. The sources of information for this component of the evaluation were the Project documentation, records, and an inspection of the facilities and equipment. The basic question addressed here is: Does the Project have the means (resources, materials, staff and commitment from the university, college, and department) to accomplish these needs?

In addition to the facilities available to all university students, the Center for Teaching and Learning has committed an extensive collection of learning resource materials to this program as well as space to house these resources which are a significant source of Native American materials. In addition to the adequate space provided for staff, office space is provided for three doctoral students. Also, off-campus facilities for instructional purposes are available for off-campus activities. Since these on-site class sessions are to be held in communities on the reservations, classrooms in local schools or community colleges have been utilized and have been made available for on-reservation Project activities.

The qualifications of the director and staff of Project IDEAL are available and on record. The director and associate director have been involved as educational leaders within Native American programs for more than ten years. The administrative assistant has worked with Indian programs for almost ten years and

has been in the present position for four years. The project has had continuity over the years through these staff members. Along with their qualifications, this experience would provide them with the expertise to implement successfully this program as they have done in the past.

There is also indicated a commitment from university personnel to the Project as indicated by the following quotes:

> The special efforts by the university to provide advance training in administration for Native Americans is appreciated and respected. Your success with the recent graduates at the master's level and the fact that you have graduated some at the doctoral level is clear demonstration of the staff commitment. (Richard Davison, Associate Commissioner and Executive Secretary, North Dakota State Board of Higher Education.)

> My understanding is that you hope to continue the service to North Dakota but also further expand these services in the region. This expansion is welcomed by the University because we do have a sincere commitment to bring better educational opportunities to persons coming from low income families (especially American Indians who constitute the largest racial minority in the state) and simultaneously to grow in our own understanding of other cultures, both for faculty and students. (Alice T. Clark, Vice President for Academic Affairs, University of North Dakota.)

> The Educational Administration faculty members have already provided much support for the program, and we stand ready to continue to help in whatever ways we can. (Donald L. Piper, Professor and Chair, Educational Administration).

The resources, personnel, and materials obligated to Project IDEAL by the Educational Administration Department, the Center for Teaching and Learning, and the University of North Dakota are impressive and indicate a commitment to the accomplishment of Project IDEAL's goals and objectives.

IV. Process Evaluation

As previously stated, process evaluation focuses on the means that were implemented to meet these needs. The sources of information for this component of the evaluation were the steering committee responses, the faculty responses, and the student responses to questionnaires focusing on the process objectives as identified in the Project proposal. The basic question addressed here is: Is the Project implementing the means to accomplish its goals? The objectives emphasized here are the objectives taken from the Project proposal and stated in process terms:

Objective 1. At the on-site instructional sessions during participation in the program, the interns will have the opportunity to explore the unique needs of Indian reservation schools and communities.

Objective 2. At the on-site instructional sessions during participation in the program, the interns will have the opportunity to investigate methods and materials appropriate for dealing with the unique needs of Indian reservation schools and communities.

Objective 3. Through coursework, the students will be able to recognize their primary and secondary leadership styles and identify and demonstrate appropriate application.

Objective 4. During participation in the program, cultural emphasis will be provided through academic coursework, discussion seminars, and/or local people.

Objective 5. Knowledge in the administrative process related to the education of Indian people will be provided through academic coursework, discussion seminars with practicing administrators, internships, and/or suggested readings throughout the training period.

Objective 6. Program participants will demonstrate or develop a proficiency in administrative uses of the microcomputer, including the use of a word processing program, a data base program, and a spreadsheet program.

Objective 7. Program participants pursuing a Master of Education degree will participate in an administrative internship supervised by their UND advisor and a field supervisor mutually selected by the participant and the UND advisor.

Overall Objective 8. Project IDEAL will meet the educational and professional needs of the Indian graduate students in the program.

Table 1 summarizes the responses of the Steering Committee members (exclusive of Educational Administration faculty) as to whether the Project is meeting its objectives.

TABLE 1

RESPONSES OF STEERING COMMITTEE MEMBERS
(In Percentages, N = 14)

OBJECTIVE	SA	A	N	D	SD	OTHER
1	21.4	35.7	14.3	7.1	0.0	21.4
2	7.1	42.9	14.3	14.3	0.0	21.4
3	28.6	57.1	0.0	0.0	0.0	14.3
4	7.1	57.1	7.1	14.3	7.1	7.1
5	21.4	50.0	0.0	21.4	0.0	7.1
6	7.1	42.9	14.3	0.0	0.0	35.7
7	28.6	57.1	7.1	0.0	0.0	7.1
8	14.3	71.4	0.0	14.3	0.0	0.0

Explanation:

SA: Strongly Agree
A: Agree
N: Neutral
D: Disagree
SD: Strongly Disagree
OTHER: Not Applicable or Don't Know

These responses indicate that a majority of the Steering Committee members perceive that the Project is accomplishing its process objectives.

Table 2 summarizes the responses of the Educational Administration faculty as to whether the Project is meeting its objectives.

TABLE 2

RESPONSES OF EDUCATIONAL ADMINISTRATION FACULTY
(In Percentages, N = 5)

OBJECTIVE	SA	A	N	D	SD	Other
1	20.0	20.0	0.0	0.0	0.0	60.0
2	20.0	20.0	0.0	0.0	0.0	60.0
3	40.0	20.0	0.0	0.0	0.0	40.0
4	20.0	60.0	0.0	0.0	0.0	20.0
5	40.0	40.0	0.0	0.0	0.0	20.0
6	60.0	40.0	0.0	0.0	0.0	0.0
7	60.0	40.0	0.0	0.0	0.0	0.0
8	20.0	80.0	0.0	0.0	0.0	0.0

Explanation:
SA: Strongly Agree
A: Agree
N: Neutral
D: Disagree
SD: Strongly Disagree
OTHER: Not Applicable or Don't Know

These responses indicate that a majority of the faculty perceive that the Project is accomplishing its process objectives. It should be noted, however, that some faculty members have indicated "other" as the majority response, indicating a possible lack of awareness of these objectives.

Table 3 summarizes the responses of the currently enrolled students in Project IDEAL as to whether the Project is meeting its objectives.

TABLE 3

RESPONSES OF CURRENTLY ENROLLED STUDENTS
(In Percentages, N = 15)

OBJECTIVE	SA	A	N	D	SD	OTHER
1	6.7	13.3	0.0	26.7	0.0	53.3
2	6.7	20.0	0.0	26.7	0.0	46.7
3	13.3	53.3	0.0	13.3	0.0	20.0
4	0.0	46.7	13.3	20.0	13.3	6.7
5	0.0	20.0	13.3	46.7	0.0	20.0
6	13.3	60.0	6.7	0.0	0.0	20.0
7	6.7	20.0	0.0	0.0	0.0	73.3
8	26.7	46.7	6.7	13.3	0.0	6.7

Explanation:
SA: Strongly Agree
A: Agree
N: Neutral
D: Disagree
SD: Strongly Disagree
OTHER: Not Applicable or Don't Know

The responses of currently enrolled students provide a much wider dispersion of opinion. This fact may be due to the nature of the Project at this stage of implementation. Many of the students in the Summer program are new and beginning students and have not been exposed to the Project a sufficient length of time to

have experienced the various components of the educational program. The fact that some disagree that the Project is meeting its goals may be because they have been not involved in the activities to attain these goals. An inspection of the length of participation in the program in Table 4 indicates that about half the students have been in the program for less than two summers.

TABLE 4

LENGTH OF TIME IN THE PROGRAM
(N = 15)

Number of Semesters	Number of Students	Percentage of Students
1	2	13.3
2	3	20.0
3	2	13.3
4	1	6.7
5	4	26.7
6	3	20.0

V. Product Evaluation

As previously stated, the product evaluation focuses on the level of accomplishment of the identified needs. The sources of information for this component of the evaluation were in-depth interviews of a selected representative sample of Project IDEAL's graduates. The basic question addressed here is: Is the Project attaining its overall objective of educating Indians for educational leadership positions? Two master's degree graduates and two doctoral degree graduates of Project IDEAL were interviewed and asked to reflect upon their experiences in educational administration previous to, during, and after their experience through Project IDEAL. These interviews in narrative form are provided as examples of what Project IDEAL has accomplished.

PROJECT IDEAL PORTRAYAL # 1

MASTER'S GRADUATE

This person graduated from Silver Lake College in Manitowoc, Wisconsin, with a Bachelor of Arts in History and Education. She has had seventeen years of teaching experience. She has been Executive Director of the Menomonie Tribes, has worked as head of the Business and Development Office for the Menominie Tribes, and has lobbied in Washington, DC, for the restoration of the Menominie Tribes. She is a member of the Menominie Tribes from the Menominie reservation in Wisconsin. She is presently principal of the Sacred Heart Parochial School in Shana, Wisconsin, near the reservation.

For her educational program in Project IDEAL, she attended three and a half summer sessions, took reading courses by correspondence through the academic year, and met with instructors while on campus to plan for the off-campus work. She did

not have a field experience since her work as principal of a school was her field experience. She had a year as principal at St. Rose school and that experience took the place of field experience for her.

She evaluated Project IDEAL as great. She felt that it was hard work. She studied hard and knew that she would be better prepared for her job upon completion of the master's degree. She heard of Project IDEAL from her sister who was tribal leader and received mail and leaflets from different organizations. The Project IDEAL information had come in the mail and her sister gave her the brochure, saying "you go."

With regard to the cultural aspect of the program, she indicated that other students had interviewed her for classes because she was working as a principal on a reservation school and that had forced her to think and reflect upon the cultural aspects of the reservation's educational needs. She did not get to other Indian reservations or take courses on the reservation as other students had done during the academic year because she was on campus only during the summers.

She did not get to participate in on-site instruction sessions and thus was unable to talk with other Indian educational administrators on reservations since the on-site sessions were held during the academic year. She felt that she had gained additional knowledge and experience in this area through her interactions with students. Although she did not go to the on-site sessions, she learned different leadership strategies by taking part in puzzles and games for problem solving, reading the assigned books, and applying the knowledge in her work situation.

She indicated that she learned a great deal from leadership classes. She felt that she obtained knowledge on aspects and strategies for working with school

boards, "working through and with them." She learned about leadership styles in general as well as about her own.

She felt that there was a thread of cultural awareness throughout all of the courses. The teachers always referred to Indian reservations in their lecture presentations and tied Indian reservation education into their themes. A childhood disabilities class had been extremely helpful to her as well as the scenarios regarding Indian School Boards. She indicated that these experiences had had major cultural emphasis.

She indicated that the main strength of the program was the director: "He was a resource to me in many areas, especially in learning about the politics of the university."

An area that she felt needed improvement in Project IDEAL was the fact that there needs to be more communication for those students who are not present during the academic year. Newsletters should come from the main office of Project IDEAL. Class catalogs and schedules should be sent out to the students in plenty of time for them to register. Also more encouragement should be offered to the students, especially those who are away from the campus for such long stretches of time.

Her progress through the program went "quite well, no major problems. . . . There was nothing 'unhelpful' about the Project and I didn't feel prejudice from people."

She noted that Project IDEAL has helped in her administrative work. She learned how to work with teachers in one course on campus and how to work with boards in another. She also commented that she learned strategies with regard to her own career, "when to accept a position and when not to." She felt that she

had received help in ways to look at how she worked with faculty and was able to look at the negative aspects of herself as well as the positive aspects.

She has considered pursuing her Ph.D. in the next year or two. She would like to work in the Bureau of Indian Affairs in Denver, Alaska, or Arizona because of the large number of Indian tribes there. She would like to continue to work in the area of schools, perhaps as a superintendent.

As a result of the degree, she has more confidence in herself. At first she felt that she did not have the ability to be an educational administrator but since she has received her master's degree, she "feels more competent, feels she has more self worth and more confidence."

PROJECT IDEAL PORTRAYAL # 2

MASTER'S GRADUATE

This graduate received his Bachelor of Science degree in elementary education from the Unviersity of North Dakota. After two semesters in the Counseling Department, he transferred to educational administration and Project IDEAL. He received his Master of Education in educational administration through the program. He has worked as Native American Counselor in the Grand Forks, North Dakota, public school system. He is a Sioux Indian and a member of the Standing Rock Sioux Tribe.

Presently in Denver, Colorado, he is studying and preparing for a test to become a certified teacher in that state. He was a Counselor with the Inner Tribal Heritage in Denver until they were no longer funded. Presently, he is Out-Reach Counselor for the Health Board.

His field experience was as Native American Counselor at West School where he worked with the principal as his advisor. He indicated that he also had connections with seventeen other schools in the district. This experience he felt had been profitable to him in preparation for work in the school systems.

He indicated that his coursework was good and did meet the needs of the students. He indicated that he had had a hard time being accepted into the program. At first he was not accepted by educational administration and had applied to the Counseling department where he studied for two semesters. He was subsequently accepted in Project IDEAL and educational administration. He felt that the reason he was not accepted when he first applied was that "he was from the Standing Rock Indian Reservation and the other students from that reservation had dropped out of the program so that administration might be prejudiced toward applications from that reservation."

As to the objective of exploring the unique learning needs of Indians, he felt that this objective was met since he went to on-site visitations to reservations at Bemidji, Standing Rock, and Fort Berthold, and learned about reservation needs from the reservation educators and administrators.

With regard to leadership styles, he learned that he liked the democratic style of leadership and that this was the type of administrative leader that he would like to be.

He felt that there was an appropriate cultural emphasis in the coursework, but he did not elaborate on this idea any further.

As to the administrative process as it relates to the education of Indian people, he felt that this objective had been achieved because of the classes held

on the reservations where the students could discuss issues and concerns with Indian administrators.

He was not aware of the Steering Committee and its functions within Project IDEAL.

As to the strengths of the program, he felt that the applicants were carefully screened and that the students were highly motivated. "The program didn't take just anybody," he said. "Project IDEAL was good in all areas."

As to concerns, he indicated that a couple of times there was a lack of instructors for courses and he did not know how much instructors were involved in planning the program. "Maybe there could be more involvement on the part of instructors." He did not elaborate any further on this statement.

He indicated that he had studied real hard to get through the coursework. He felt that his ten-year lapse in being away from school had made it difficult for him to study and keep up with the others. "The educational training was excellent. I used to look at everything in a negative way. Now I am more positive. Some of the coursework emphasized this approach," he commented. He indicated that he liked all of the instructors and got along with them well enough and did not have any problems with them.

He indicated again that Project IDEAL and the educational administration program had especially impacted "on my attitude and my goals." He indicated that he had more self confidence, "I can speak better, express myself better." He wished that "he would have turned his life around earlier." He indicated that his high school counselor had told him to go to trade school instead of college and that he did not want to go to trade school. He developed personal problems which he finally overcame. He felt that this victory had been a major hurdle in his

life. Project IDEAL has helped him "to continue his successful battle" against this problem.

At present, he plans to teach a few years and then become a principal. Eventually he would like to move back to a reservation in North Dakota.

PROJECT IDEAL PORTRAYAL # 3

DOCTORAL GRADUATE

This graduate received her Bachelor of Science degree in education from Dickinson State College and her Master of Arts in Education from Black Hills State College, Spearfish, South Dakota. She is a member of the Three Affiliated Tribes of the Fort Berthold Indian Reservation.

She taught for three years on the Fort Berthold Indian Reservation and taught Adult Education in Twin Buttes. She worked in the National Drop-Out Prevention Program at Pine Ridge, South Dakota, where she worked on the development of curriculum for schools. While working on her Master's degree in Education, she was training and supervising Indians to become teachers. She returned to North Dakota and was Dean of Social Sciences at the Technical School for American Indians at Bismarck. She then moved to the State of Washington and was Grants' Coordinator and Administrator for four years.

She is presently Director of Curriculum and Instruction in the Loveland City School District in Ohio. There are approximately 3,000 students and 200 faculty members in five schools in this predominantly middle-class suburban school district. There are only a dozen black students and one American Indian listed in the school district. She has never met that student. In addition to developing curriculum, she conducts personnel staff development work as well as performing

public relations work for the district. She writes newsletters and prepares the annual report. She attends the city council meetings when there is a school district issue up for consideration and/or discussion.

With regard to her program at the University of North Dakota in Project IDEAL, she indicated that the program was no better and no worse than any Ph.D. programs that she was familiar with and she felt that the Educational Administration degree was really not much different from any other program. There were additions that she felt were necessary for Project IDEAL: a required supervised administration internship and a research internship above and beyond the dissertation.

She indicated that she did not have a supervised internship in administration as that requirement was waived because of her administrative experience. She felt that this waiver was a mistake and added that "everyone needs to be supervised while doing administration." She strongly advocated a formal supervised administration internship for all students during Project IDEAL. She felt that it was necessary to receive advice and direction from professors and other administrative personnel about administrative styles and approaches when studying educational administration. "You need feedback when working with Boards of Education and with problems encountered when supervising teachers at each grade level."

She also felt that there should be an automatic and required research internship program when studying research. This research internship could be a resource for people in the Indian schools on the reservation. This research program should extend beyond the dissertation research. "There is no research or very little on Indian education, no data bank," she indicated. She added that

Project IDEAL had the money to conduct research and might set up an Indian Research Center on Education.

She felt that the Project was not responsive to special needs of the Indian people. It did not meet the learning needs of Indians. The students were able to meet with administration at the reservations where they could dicuss such areas as budget and curriculum, and they were brought into contact with Indian administrators. The reasons the learning needs of the Indian students were not met was that the key educators on the reservations exhibited a lack of ownership for the program. She felt that their general attitude was that "this is just another of many programs." The reservation administrators were not made aware that the doctoral and master's student and their professors could have helped them with their educational programs through doing research on ways to meet and solve their educational problems. She emphasized that it was in this area that the Research Program Internship would have been helpful and fruitful.

She felt that information was given about styles of leadership as well as taking tests to determine the individual student's style of leadership, but that no opportunity was given to integrate and internalize the administrative styles through demonstration and application. Here an administrative internship would have enhanced the knowledge that was disseminated in the classroom, she indicated.

There was an attempt made to emphasize the cultural aspects of Native Americans. It was a difficult objective to accomplish, she felt, because all the instructors were white and all the students were Indian. However, the experience of going to the reservations and seeing Indian educational administrators firsthand was where the cultural emphasis met its objective.

She indicated that the Steering Committee meetings were generally difficult to hold since all of the representatives from the reservations would be not present. Since some of these representatives were not that involved, it was difficult to maintain consistency. Two or three of the members were good and contributed.

She indicated that she felt that Project IDEAL did not meet the educational needs of the reservation schools. However, research concerning the educational problems experienced on the reservation conducted by IDEAL students could have been the connective thread between administrators on the reservation and the Project, and hence the Steering Committee and collaborative planning would have been more beneficial to the program.

She stated that "the strength of the program was that it existed." It was a mechanism that offered and provided strong support for Indian students -- "some place to belong, there was a sense of belonging." The director's personality was a major strength. "He was challenging and supportive at the same time and was a real doer." She indicated that she had some problems with some professors and that their scope was narrow and stultifying. She felt that she had made it through the program because she loved to study. She felt that for the most part the information provided in Educational Administration was at level one of Bloom's Taxonomy. She felt the same about professors outside of the program area: some were challenging and others were not.

The most helpful part of the program to her was that the student received the big picture of administration as it is. She felt that she had received a good solid background in educational administration. The mixture of Indian and

non-Indian students was good. There was a close group interaction where each of the students facilitated each other's learning.

With regard to some aspects that she did not find helpful, she felt that a lot of the material presented was traditional and dated. She felt that many of the Indian students had been a revelation to the professors, "especially herself who looked Indian, but was very verbally aggressive and did not fit the stereotype of an Indian who did not open their mouth."

She is starting her third year of employment after leaving UND. Having her Ed.D. impacted immediately on her salary. She is now receiving $10,000 more than her salary previous to receiving the degree. She said, "It's cute to be called 'Doctor'." She had never taken her Ed.D. that seriously while she was studying, but to her surprise found that there was esteem in having that degree. She found that the knowledge that she had received in Project IDEAL, the whole awareness of administration, the nuts and bolts of the program, was indeed helpful. As a matter of fact, she said that she had run into the very same administrative situation about which she had written on a comprehensive examination question. She now found that she was in a leadership position of authority.

It is the first time in her life, she noted, that she has not felt a lot of prejudice. "It's cute to be Indian. I don't have to prove anything because I'm Indian. I just have to prove that I'm good at my job." "This acceptance and respect I get even though I'm Indian is in contrast with the attitude I have experienced in North Dakota where I always have had to prove I'm okay because I'm Indian."

She felt that she had developed a great deal as a whole person. Some of her "intellectual arrogance" had been knocked out of her. Prior to the doctoral

program, learning had always been effortless. She had always been a student who did not have to put much effort into her school work, but graduate school had taken that experience out of her. She had worked hard and felt that academically she had the respect of the professors with whom she had studied.

When asked about her future career goals, she responded, "Don't you know an American Indian only lives in the present?" She then added, "I'm happy where I'm at. I don't intend to be a superintendent and would like to go back to instruction some day. I'm working hard in an alien environment."

She indicated that she had helped her present school district with its accreditation standards. She had focused in on curriculum and instruction, and her staff had developed seventeen courses of study where there had been none before. She also developed a teacher's handbook about the district's policy and procedures as well as a district policy and procedures manual. After they had developed the courses of study, they were found to be 100 percent in compliance with the state evaluation system. She indicated that only three percent of the schools in Ohio were in 100 percent compliance. She and her district received a letter of recognition from the governor for that achievement. She is also working on in-service and staff development for each staff member by analyzing individual training needs from a needs assessment.

Personally she feels that she has developed a great deal: "If your ego can survive . . ., then you can survive anything." She feels that the ones who get to the top are the ones who "make a lot of noise." But she added, "I have found my way of living. It doesn't matter what you think, because I'm okay."

She felt strongly that Project IDEAL should continue as a vehicle for American Indians. "It has graduated competent Indian educators who are creative

and enlightened. The program is a good idea in that informally it helped to break down racial barriers and facilitated friendships among students and some faculty. Some problems lie within the Educational Administration program itself, but not within Project IDEAL."

PROJECT IDEAL PORTRAYAL # 4

DOCTORAL GRADUATE

This graduate is a member of the Chippewa Indian Tribe. She received a degree in Elementary Education from Mayville State College and a Master of Arts degree in educational administration from the University of South Dakota. Prior to her doctoral work, she had taught school in Devils Lake and at the Turtle Mountain Community Elementary School. She has been principal of Ojibwa School, a kindergarten through eighth-grade school which is tribally controlled. This year she is moving to Turtle Mountain Community Elementary School which has 640 students and is controlled by the BIA. She indicated that this change in schools was a "step up career-wise."

She felt that the educational administration program had done an outstanding job. It "keeps you posted with current educational administration knowledge." The director was an outstanding statesman and she felt that other faculty members were also outstanding.

She felt that the internship program had been helpful. Her internship was in learning disabilities. She had spent a whole summer at Lake Agassiz school and achieved an awareness of what learning disabilities were like and how to deal with this type of educational problem on an administrative level. She had been on campus for one and a half years of coursework and seemed to have found the legal

implicatons of education in courses most helpful. She had worried when she first started the Project IDEAL program. Her concern was "Can I hack it with non-Indians?" Then she realized, "Hey, I'm no different than anyone else." She felt that the faculty and staff in Project IDEAL had provided a lot of guidance to help in this direction.

After graduation, she had left with the feeling that she was not ready to be an administrator, but that all the information was there when she would need it on the job. She indicated that this was true, "the knowledge was there and came back to her."

She felt that the educational administration faculty was responsive to the special needs of Indian people. "The learning needs are the same," she said. "But you need to learn to function in a society that is different than your own. How you do that might be different." In her classes she was taught how to assess needs, to develop a plan or a format and to implement the plan. She had learned to "superimpose" that conceptual plan in her administration on the reservations and had found this to be particularly helpful to her.

She had been involved in the on-site classes that met four times a semester with teachers from the Indian reservations. She felt that to meet the needs of Indian populations there should be a course on the cultural aspects of learning.

She indicated that she had been taught leadership styles on three different occasions and she was aware of her leadership profile. She found this to be helpful in understanding how she operated.

She found the cultural awareness in about 50 percent of her coursework which was plenty for her.

She indicated that awareness of the administrative process came specifically from the groups in the community with whom the students had met while on the reservation.

With regard to the Steering Committee, she mentioned the representatives from each tribe and that some of the members could not make the meetings. She felt that the collaborative phone call system had been beneficial and helpful.

In relation to Project IDEAL, she indicated that "the leadership was the strength. The director was on top of everything." She indicated that some faculty members were especially helpful during the time of her dissertation. She added that the director knew both her personal and academic problems and had been especially helpful with both types of problems. She was "very satisfied with the program in general."

While in the program, she had few misgivings about obtaining a doctorate and her main worry was the dissertation. She did feel that she never wanted to conduct research again. She indicated that the only thing she liked about the dissertation was the literature review. "It was exciting to have such a volume of material on the subject that I was so vitally interested in." She felt that she learned a great deal from this part of the experience.

She feels that the coursework helped her to become a competent administrator. She could learn the step-by-step process of problem solving and was able to apply these principles. She learned goal setting in administration and personal assessment of situations as well as how to explore for alternative solutions. She felt that a master's degree in administration is not enough to prepare a person adequately for educational administration. She would not be in administration without a doctorate.

Project IDEAL has helped her realize her goals. She is more secure now, and upon completion of the program she knew that she was ready to take an administrative position. Now she has supervised "those very teachers for whom I was an aide when I started my education career." She appeared to find this fact very gratifying. She was very positive about the program and felt that there should be a similar program specifically designed for Indian administrators in other leadership positions.

She feels that she will be a principal at Turtle Mountain Community Elementary School for three or four years. She has considered moving to the Southwest to a reservation and would like to be an agency supervisor in the Bureau of Indian Affairs. She has thought of studying law, but now feels that she would like to remain in an Indian educational system throughout her career.

VI. Summary

Context Evaluation

Context evaluation focuses on the needs addressed by the Project. The sources of information for this component of the evaluation were the Project documents and records, student responses, and steering committee responses. The basic question that was answered: Is there a need for this project? The testimonials from higher education personnel, state department personnel, and school administrators indicate that Project IDEAL is directed toward a real perceived need for Native Americans in educational leadership positions.

Input Evaluation

Input evaluation focuses on means to address these unmet needs and objectives. The sources of information for this component of the evaluation were the Project documentation, records, and an inspection of the facilities and equipment. The basic question that was answered: Does the Project have the means (resources, materials, staff, and commitment from the university, college and department) to accomplish these needs? The resources, personnel, and materials obligated to Project IDEAL by the Educational Administration Department, the Center for Teaching and Learning, and the University of North Dakota are impressive and indicate a commitment to the accomplishment of Project IDEAL's goals and objectives.

Process Evaluation

Process evaluation focuses on the means that were implemented to meet these needs. The sources of information for this component of the evaluation were the steering committee responses, the faculty responses, and the student responses to questionnaires focusing on the process objectives as identified in the Project proposal. The basic question that was answered: Is the Project implementing the means to accomplish its goals? A majority of the Steering Committee members, as well as a majority of the Educational Administration faculty, perceive that the Project is accomplishing its process objectives. It should be noted, however, that in relation to some objectives that some faculty members have indicated "other" as the most frequent response, indicating a lack of awareness of those aspects of the program. The responses of currently enrolled students provide a much wider dispersion of opinion. This fact may be due to the nature of the Project at this stage of implementation. Many of the students presently in the

program are new and beginning students and have not been exposed to the Project a sufficient length of time to have experienced the various components of the educational program.

Product Evaluation

Product evaluation focuses on the level of accomplishment of the identified needs. The sources of information for this component of the evaluation were the in-depth interviews of a selected representative sample of Project IDEAL's graduates. The basic question that was answered: Is the Project attaining its overall objective of educating Indians for educational leadership positions? The four in-depth interviews of graduates in narrative form provided examples of what Project IDEAL has accomplished and supported the fact that the Project is attaining its objectives.

Reference

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Appendix

Project Ideal Questionnaire
Steering Committee

DIRECTIONS: Please indicate on the space provided before each item the response that best represents your attitude toward this statement.

SA -- Strongly Agree
A -- Agree
N -- Neutral
D -- Disagree
SD -- Strongly Disagree
DK -- Don't Know
NA -- Not Applicable

---- 1. At the on-site instructional sessions during participation in the program, the interns had the opportunity to explore the unique needs of Indian reservation schools and communities.

---- 2. At the on-site instructional sessions during participation in the program, the interns had the opportunity to investigate methods and materials appropriate for dealing with those unique needs.

---- 3. Through coursework, Participants are provided with the opportunity to recognize their primary and secondary leadership styles, and to identify and demonstrate appropriate application.

---- 4. During participation in the program, cultural emphasis was provided through academic coursework, discussion seminars, and/or local people.

---- 5. Knowledge in the administrative process related to the education of Indian people has been provided through academic coursework, discussion seminars with practicing administrators, internships, and/or suggested readings throughout the training period.

---- 6. Program participants have demonstrated or developed a proficiency in administrative uses of the microcomputer, including the use of a word processing program, a data base program, and a spreadsheet program.

---- 7. Program participants pursuing a Master of Education degree have participated in an administrative internship Supervised by their UND advisor and a field supervisor mutually selected by the participant and the UND advisor.

---- 8. I receive appropriate program information to keep me well informed of program developments, activities, and evaluations.

---- 9. Project IDEAL meets the educational and professional needs of the Indian graduate student.

---- 10. The field-based concept of instruction for the M. Ed. component is appropriate and helpful for meeting the objectives of Project IDEAL.

---- 11. I believe that there are opportunities available to Project IDEAL graduates in educational leadership in Indian-related schools and programs.

---- 12. I believe that there are opportunities available to Project IDEAL graduates in educational leadership in non-Indian-related schools and programs.

---- 13. Project IDEAL newsletters were received and read by me on a regular basis.

---- 14. My community has a positive image of Project IDEAL.

---- 15. The recruitment of students has been actively pursued in my community.

---- 16. I am satisfied with my level of input into the program.

---- 17. Project IDEAL is a well-managed program.

---- 18. I am active in promoting Project IDEAL in my community.

---- 19. The steering committee plays a significant planning and decision-making role in Project IDEAL.

20. From your perspective what are the program's strengths?

21. What improvements in the program could you suggest?

22. Do you have any additional comments?

Project Ideal Questionnaire
Faculty

DIRECTIONS: Please indicate on the space provided before each item the response that best represents your attitude toward this statement.

SA -- Strongly Agree
A -- Agree
N -- Neutral
D -- Disagree
SD -- Strongly Disagree
DK -- Don't Know
NA -- Not Applicable

---- 1. At the on-site instructional sessions during participation in the program, the interns had the opportunity to explore the unique needs of Indian reservation schools and communities.

---- 2. At the on-site instructional sessions during participation in the program, the interns had the opportunity to investigate methods and materials appropriate for dealing with those unique needs.

---- 3. Through coursework, Participants are provided with the opportunity to recognize their primary and secondary leadership styles, and to identify and demonstrate appropriate application.

---- 4. During participation in the program, cultural emphasis was provided through academic coursework, discussion seminars, and/or local people.

---- 5. Knowledge in the administrative process related to the education of Indian people has been provided through academic coursework, discussion seminars with practicing administrators, internships, and/or suggested readings throughout the training period.

---- 6. Program participants have demonstrated or developed a proficiency in administrative uses of the microcomputer, including the use of a word processing program, a data base program, and a spreadsheet program.

---- 7. Program participants pursuing a Master of Education degree have participated in an administrative internship supervised by their UND advisor and a field supervisor mutually selected by the participant and the UND advisor.

---- 8. I receive appropriate program information to keep me well informed of program developments, activities, and evaluations.

---- 9. Project IDEAL meets the educational and professional needs of the Indian graduate student.

---- 10. The field-based concept of instruction for the M. Ed. component is appropriate and helpful for meeting the objectives of Project IDEAL.

---- 11. Project IDEAL students have the opportunity for dialogue and peer feedback with other educational administration students at UND when on campus.

---- 12. I believe that there are opportunities available to Project IDEAL graduates in educational leadership in Indian-related schools and programs.

---- 13. I believe that there are opportunities available to Project IDEAL graduates in educational leadership in non-Indian-related schools and programs.

---- 14. Project IDEAL newsletters were received and read by me on a regular basis.

---- 15. The educational administration faculty, other than myself, has a positive image of Project IDEAL.

---- 16. Project IDEAL students meet the same entrance requirements as non-project students.

---- 17. Project IDEAL is a well-managed program.

---- 18. Project IDEAL students meet the same performance requirements as non-project students.

---- 19. The steering committee plays a significant planning and decision-making role in Project IDEAL.

---- 20. I am satisfied with my association with Project IDEAL.

---- 21. I am satisfied with the quality of Project IDEAL student work.

---- 22. I am satisfied with the overall performance of Project IDEAL to date.

23. From your perspective as a faculty member what are the program's strengths?

24. What improvements could you suggest in the program?

25. Do you have any additional comments?

Project Ideal Questionnaire
Student

PART I

DIRECTIONS: Please indicate on the space provided before each item the response that best represents your attitude toward this statement.

SA -- Strongly Agree
A -- Agree
N -- Neutral
D -- Disagree
SD -- Strongly Disagree
DK -- Don't Know
NA -- Not Applicable

---- 1. At the on-site instructional sessions during participation in the program, the interns had the opportunity to explore the unique needs of Indian reservation schools and communities.

---- 2. At the on-site instructional sessions during participation in the program, the interns had the opportunity to investigate methods and materials appropriate for dealing with the unique needs of Indian reservation schools and communities.

---- 3. Through coursework, I was able to recognize my primary and secondary leadership styles and identify and demonstrate appropriate application.

---- 4. During participation in the program, cultural emphasis was provided through academic coursework, discussion seminars, and/or local people.

---- 5. Knowledge in the administrative process related to the education of Indian people has been provided through academic coursework, discussion seminars with practicing administrators, internships, and/or suggested readings throughout the training period.

---- 6. Program participants have demonstrated or developed a proficiency in administrative uses of the microcomputer, including the use of a word processing program, a data base program, and a spreadsheet program.

---- 7. Program participants pursuing a Master of Education degree have participated in an administrative internship supervised by their UND advisor and a field supervisor mutually selected by the participant and the UND advisor.

---- 8. I receive appropriate program information to keep me well informed of program developments, activities, and evaluations.

PART II

---- 9. Project IDEAL meets the educational and professional needs of the Indian graduate student.

---- 10. Project IDEAL students have the opportunity for dialogue and peer feedback with other educational administration students at UND when on campus.

---- 11. I believe that there are opportunities available to Project IDEAL graduates in educational leadership in Indian-related schools and programs.

---- 12. I believe that there are opportunities available to Project IDEAL graduates in educational leadership in non-Indian-related schools and programs.

---- 13. Project IDEAL newsletters were received and read by me on a regular basis.

---- 14. My community has a positive image of Project IDEAL.

---- 15. The recruitment of students has been actively pursued in my community.

---- 16. I am satisfied with my level of input into the program.

---- 17. Project IDEAL is a well-managed program.

---- 18. I am active in promoting Project IDEAL in my community.

---- 19. I participated in or will participate in an internship of an administrative nature.

---- 20. The flexibility of the coursework scheduling meets my needs as an individual.

---- 21. The workload required by my courses was reasonble.

---- 22. I am satisfied with the quality of instruction provided to me by university professors.

---- 23. In terms of my university advisor, I was satisfied with the quality of the advisor-advisee process.

---- 24. Faculty members with whom I have had contact have a positive attitude toward Project IDEAL.

---- 25. Counseling services and assistance with problems were available to me.

---- 26. Project IDEAL has contributed to an increase in my self-awareness, self-confidence, and professionalism.

---- 27. The on-campus educational experiences are positive for Project IDEAL students.

---- 28. The on-site sessions provide positive educational experiences for Project IDEAL students.

---- 29. The summer session educational experiences are positive for Project IDEAL students.

PART III

30. Please indicate what you think are the program's strengths?

31. What improvements could you suggest in the program?

32. Do you have any additional comments?